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ABSTRACT

This two-volume annotated bibliography cites 900 articles covering a variety of issues related to preschool education in several Eastern and Western countries, including England, France, Italy, Russia, Czechoslovakia, Germany, and the United States. Entries are classified into 13 main categories: social and ideological bases of preschool education; theoretical bases of preschool education; organization of preschool education; educators of preschool children; play; teaching in the preschool; health care and physical education; social and emotional development and moral education; speech and language education; intellectual development and education; aesthetic education; education of children requiring special care; and the child's physical environment. (MP)

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PRESCHOOL EDUCATION

of 1979

PART I

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1. SOCIAL AND IDEOLOGICAL BASIS OF PRESCHOOL EDUCATION

1.1 Czechoslovak Socialist Republic

1. BEŇO, M.: IX. zjazd KSČ a socialistická predškolská výchova. /IXth Congress of the Communist Party of Czechoslovakia and the socialist preschool education./

Predškolská výchova, 33, 1978-79, No. 10, pp. 279-280.

The IXth Congress of the Communist Party of Czechoslovakia held in May 1949 proved to have been of an extraordinary importance for the Czechoslovak system of school education. The then minister of school education, Zd. Nejedlý, laid emphasis on early childhood education. The child's character traits and its opinions were formed earlier than it had been generally recognized in the past, it was stated at the congress. Zd. Nejedlý outlined an approach to the comprehensive solution of questions related to preschool education, i.e. expansion of the network of nursery schools, university education for nursery school teachers and the like. These principles are today fully applied within the Czechoslovak educational and teaching system.

2. BRABLCOVÁ, V.: K návratnosti matek do zaměstnání. /On mothers' going back to work./

Děti a my, 8, 1978, No. 2, pp. 3-4.

Some problems arise from the efforts to achieve a harmony between women's maternal and economic roles. The pattern of a two-child family prevails in Czechoslovakia today. The negative aspect of this positive development are raised tensions in the balance of manpower. The capacities of creches and nursery schools continuously increase, yet the waiting list is still very long. Women´s equal position in the society is linked to their active participation in the social working process. For that reason, such conditions should be created for women as would facilitate their return to work.

3. ČEPIČKA, K. - VLÁČILOVÁ, M.: Nově v předškolní výchově.
/A new approach to preschool education./

Predškolská výchova, 33, 1978-79, No. 1, pp. 1-2.

The programme of educational work for creches and nursery schools put in life on 1st September 1978 constitutes a further step towards the implementation of the project of the continuous development of the Czechoslovak system of teaching and education. It reflects the new concept of preschool education aimed at an all-round and harmonious development of child personality throughout the preschool period, at achieving a harmony between children´s education in preschool facilities and in their families as well as making the maximum use of the potential of preparing children for school attendance. There are over ten thousand nursery schools in the C.S.S.R. today attended by more than 580 000 children. Yet, the network of nursery schools is still not sufficient to accept all children of employed mothers.

For that reason, the recently adopted Act on school facilities sets forth the necessary measures to be taken with respect to establishing nursery schools by socialist organizations.

4. DOSTÁL, A.M.: Zvláštnosti výchovného působení na mateřské škole. /Some specific features of educational activities in nursery school./
Učitelské noviny, 29, 1979, No. 38, p. 3.

In the teaching and educational activities in nursery school, the verbally objectivized system of textbook material has not become yet a connecting link between the teacher's activities and the children and that is why the teacher's relation to the children prevails by means of spoken word. The rules of conduct, behaviour and activities, cultural, moral and aesthetic values assume a prime importance. The author of this article further discusses the object character of the cognitive process in preschool children, the anthropomorphic character of the content of teaching and educational work and play as the predominant activity of preschool children. The teacher should base play on the children's needs, suggest various play activities and participate in them. It follows from the above general analysis that the nursery school teacher has extensive possibilities of creative activities to affect considerably the development of child personality.

5. HABIŇÁKOVÁ, E.: Výsledkami minulosti a plánmi buducnosti k Medzinárodnému roku dietata. /Recapitulation of past achievements and plans for the future to contribute to the International Year of the Child./

Predškolská výchova, 33, 1978-79, No. 6, pp. 157-159.

There were 95 541 places in creches in Czechoslovakia in the year 1977. The long-term plan foresees expansion to facilitate the placement of 25% children from the under-three population. It is, therefore, recommended to investigate the developmental conditions of children educated in creches and to make use of this knowledge with respect to raising the standards of educational care.
Surveys carried out in the 1950's and later indicate that the development conditions of children going to creches have improved; adequate and harmonious development can especially be observed in the second and third years of life.
International cooperation between creche specialists and research institutes develops. Profound surveys have been carried out investigating all aspects related to creche workers /education, content of work, social relations between the creche nurse and the child/. As regards pedagogical aspects, the researchers have developed a psychological approach to the realization of the content of art education and application of toys.
Other questions remain to be answered, such as the optimum number of children in one group, psychological criteria for the selection of creche nurses

and the like.

6. JÍROVÁ, M. - BĚLINOVÁ, L.: Cesta k propracování teorie předškolní výchovy. /The road to developing the theory of preschool education./
Predškolská výchova, 33, 1978-79, No. 5, pp. 127-131.

The authors report on the integration of preschool education into the plan developed by the ministry of school education of the C.S.R. for the period 1976-1980. The target "The Concept of Socialist Preschool Education" is broken down into five partial targets: 1/ Characteristics of socialist preschool education, 2/ Philosophical and sociological problems of preschool education, 3/ Pedagogical problems of preschool education, 4/ Psychological problems of preschool education, 5/ Hygienic-physiological problems of preschool education. Their realization is broken down into 15 stages.
The final study entitled "The Concept of Socialist Preschool Education" is designed for administrative social authorities as background material for their further work on developing preschool education.

7. KEŘKOVÁ, A.: Předškolní výchova a dnešek. /Preschool education in present-day society./
Predškolská výchova, 33, 1978-79, No. 1, pp. 185-187.
1 table.

The development of nursery schools was set forth in the sixth Five-Year Plan as a national priority target. The construction of required facilities was integrated in the election programmes of national councils so that by the end of the year 1978, nursery schools in Czechoslovakia were attended by 629 203 children, which represents 75.2% of the three- to five-year old population and nearly 90% of the five- to six-year old population. Altogether 23 454 under-three year old children went to creche departments of combined facilities creche-nursery school. The project of development of the Czechoslovak system of teaching and education sets forth significant social objectives concerning preschool education, such as the implementation of the new concept of preschool education, reinforcement of the pedagogical mission of nursery school and raising the standards of work with parents. Preparation of children for obligatory school attendance constitutes the culmination of the teaching and educational activities of nursery school.

8. KOTZMANNOVÁ, J.: Hlavní úkoly péče o dítě v ČSR pro rok 1979 a další léta. /The main objectives of child care in the C.S.R. for the year 1979 and following years./
Predškolská výchova, 33, 1978-79, No. 11, pp. 303-305.
3 photographs.

This is a paper delivered at the national teacher conference on 20th April 1979. A nursery school teacher illustrates the development of nursery schools on the example of Bratislava with its 158 nursery schools as compared with 18 nursery schools which existed there before the liberation. These nursery schools are attended by 17 thousand children, i.e. 83% children at the ages between three to six years.

Ninety-eight percent of five-to six-year old children go to nursery school or to preparatory classes. The programme of educational work in nursery school and creches was launched in the school year 1978-79. Work according to the programme places big requirements on teachers. A special attention, therefore, is paid to their preparation. Only in Bratislava alone, ninety object lessons were demonstrated in language and literary education, development of cognition and building up of mathematical representations. Pedagogical readings were used to develop topics concerning world outlook education, cooperation between nursery school and family, physical, musical and art education. The consistent implementation of the programme also requires a closer cooperation with the family.

10. RUSNÁČKOVÁ, M.: Nad obsahom a podnetmi Celoštátnej konferencie učitelov v Prahe 1979. /A reflexion upon the discussion and findings of the National Teacher Conference in Prague 1979./

Predškolská výchova, 31, 1978-79, No. 10, pp. 277-278.

The author discusses the conclusions reached by the delegates of the national teacher conference held in Prague in April 1979. Its objective was to assess the contribution of the socialist system of school education in Czechoslovakia to the building of an advanced socialist society and to point out the most important tasks on which attention should be focused in putting in life the Czechoslovak system of teaching and education. As regards preschool education, emphasis was laid on its task to create conditions for an all-round development of every individual, to counterbalance differences in the mental and physical development of individual children. Nursery schools are attended by 75.2% of three- to five-year old children. The network of nursery schools should continue to grow and the contribution of industrial plants and agricultural cooperatives to their construction should be raised.

To keep the new Programme of educational work in creches and nursery school in agreement with all requirements of scientific and technological progress, the pedagogical science, in cooperation with everyday practice, should consistently perfect its content. This also applies to the training and further education of teachers.

The rate of development of preschool education and high demands placed on the pedagogical mission of nursery school, however, are not in agreement with the scientific research basis in the field of preschool education.

11. TUČEK, A.: Číst, psát a počítat a logicky myslet. K novému pojetí prvního stupně základní školy.
/To read, write and do arithmetic and to think logically.- On the new concept of the first cycle of primary school./

Děti a my, 9, 1979, No. 1, pp. 9-11.

1 fig., 2 photographs, 1 table.

Intensive scientific and technological development has brought about a change in the nature of human work, i.e. also altered demands concerning the standards and content of school education. A restructurization of school subject-matter has taken place, as well as a restructurization of acquisition of methods of how to independently tackle real-life situations. The development of contemporary children as compared with preceding generations is accelerated /a study by G. Pávlovič on children's accelerated development and socialist school/. Improved standards of health care, invasion of television into family life and the growing network of nursery schools, all this results in the school pupils growing mature earlier than ever. The principal change in the new concept lies in developing instruction, i.e. teaching which - due to its content and form - stimulates the child's development, especially then intellectual development. Two principal changes occur in the first cycle: mathematics instead of arithmetic and the length of study- the first cycle will take four years instead of the traditional five /this is not a mere reduction or condensation of the material into four years/. This organization facilitates an earlier transition to subject-specialized teaching and significantly changes the system of work of village schools /elimination of single-class schools/. The overall restructurization of subject-matter is reflected in the new curriculum for the first cycle of primary school. The author of this article further presents some examples of this curriculum, including a report on the characteristics and goals of the new curriculum by Professor Dr. M. Kořínek. The teaching of the mother tongue and mathematics is considered of a prime importance; its new concept is designed to contribute better to the development of pupils' logical thinking. In science, civics and natural science lessons, pupils will acquire essential knowledge of nature and social life. The author also discusses the importance of the new concept of physical education. All changes as conceived for the theoretical project have been tested at 106 experimental schools from the year 1971 and the findings confronted with achievements of control schools. A similar campaign was launched in Slovakia in the year 1973. This concept was then put into general practice in the school year 1976/77. A further perfection of textbooks is planned on completion of the first four-year cycle, i.e. in the year 1981. The author raises the question of socially determined differences between children. A solution should be found in the new programme for nursery school education taking over the responsibility for enabling all children an equal start at the beginning of regular instruction, as well as changes in the higher grade of primary school opening access to secondary school education to all young people. The objective of the new concept is a life-long system of education and teaching of modern socialist youth.

12. VLAČIHOVÁ, M.: Položit základ harmonicky rozvinutej osobnosti. /To lay the foundations for a harmoniously developed personality./

Predškolská výchova, 34, 1979-80, No. 4, pp. 86-88.

This is a paper delivered at the Slovak national conference on preschool education. Preschool education in Slovakia has a 150-year old tradition, yet it began to be truly developed only after the years 1945 and 1948. Today, 72% of preschool age population attend nursery school.

The objectives of preschool facilities are primarily educational, even though both their social and economic importance should not be ignored either. For that reason, it is necessary to continue to extend the network of nursery schools and to improve their material and personnel conditions in agreement with the latest scientific knowledge and findings.

Nursery schools have worked for one year now according to the new programme of educational work. This places raised demands on the ideo-political and professional preparedness of teachers and children's nurses. A special attention is paid to nursery schools with Ukrainian and Hungarian teaching languages. Nursery schools with the Hungarian teaching language pay attention in five- to six-year old children to the formation of the articulation basis for the Slovak language.

Although the overall assessment of achievements of preschool facilities is positive, serious problems arise too, such as the question of individual and differentiated approach in children´s collective facilities.

Both in preparation and in actual work according to the new educational programme, problems have arisen caused by gaps in the development of the theory of preschool education in Czechoslovakia.

1.2 Socialist countries

13.ANKUCIĆ, K.: Smery rozvoje predškolskej výchovy v Rumunskej socialistickej republike. /Trends of development of preschool education in the Rumanian Socialist Republic./

Predškolská výchova, 33, 1978-79, No. 12, pp. 337-339.

Nursery school constitutes the first step to education. It is attended by children at the ages between three to six years. The main objective of nursery school is to prepare children for general education school attended by all young people under sixteen.

In the school year 1970-71, 44.6% five-year old children went to nursery school; all five-year children are expected to go to nursery school by the end of 1980. There are four types of nursery school: all-day care where children spend 9-12 hours a day, all-week care, half-day care for children of mothers who do not go to work and seasonal care.

Educational activities are conducted according to a uniform Programme defining objectives for individual age groups. Twenty to twenty-five children should make up a group. Cooperation with primary school is provided both by continuance in curriculum and by following up the development of individual children.

Nursery school teachers prepare at five-year pedagogical schools. They raise their qualifications through further study /in-service training/ and by passing special examinations. The Institute of scientific research focuses its activities in the field of preschool education on children's preparation for school.

14. DZHODZHITCH, M.: Osnove sistema drushtvene brige o detetu u Yugoslaviyi. /Principles of the system of social care of children in Yugoslavia./
Predshkolsko dete, 1979, 3, pp. 189-200.

The author recapitulates and assesses the development of child care in the period after the liberation of the country, characterizing the basic differences between the past when social system of child care had been left to the private initiative of charity organizations, while today this care has been taken over by the state. The author also evaluates individual spheres of child care in today's society and tasks to be solved in the immediate future.
This paper was read as the introductory address at the conference on the education and care of preschool children in Yugoslavia held in Beograd, 5th - 8th June 1979 on the occasion of the International Year of the Child. The conference members discussed problems related to administering child care by the state, as well as various concepts and forms of preschool education.

15. CHEPKE, E.: O dalneyshem razvitii doshkolnogo vospitaniya v GDR. /On further development of preschool education in the GDR./

Doshkolnoye vospitaniye, 1979, No. 10, pp. 77-79.

Preschool education in the G.D.R. constitutes an integral part of the system of general education. The number of nursery schools is planned to be extended by 1980 so as to provide places for all children at the ages between three to six years. This measure will provide for children's continuous education from three years up to the completion of ten-year school.

A conference on preschool education was held in the year 1977 which outlined the following objectives: to create in preschool facilities optimum conditions for children's physical and mental development, including the formation of their moral habits; to educate in children love of their socialist country, love of and respect for their parents, working people, nature, feelings of friendship for other nations; to foster the efforts of trying to be useful to the society, to build up the concepts of good and beauty.

There are 11 800 nursery schools in the G.D.R. today. They are planned for 18 children in one classroom. 2.5 m^2 area is planned per child; every nursery school also has a gymnasium hall of 60 m^2 area.

Toys and teaching aids for nursery schools are developed by the Institute of teaching aids of the Academy of Pedagogical Sciences of the G.D.R. Their concept is approved by the State approval commission, which is also responsible for their introduction into practice.

53 000 qualified teachers are employed in the nursery schools. From six to half past seven in the morning and four to six in the afternoon , auxiliary child minders look after the children; their number is 20 000.

A deputy headmistress is appointed in nursery schools with more than six classrooms; she is mostly responsible for organizing the educational work.

Two to four methodologists work in individual districts; their numbers are determined by the number of nursery schools located in a particular district. They investigate the standards of activities of nursery schools, organize exchanges of teachers´ best experience.

Great attention is also paid to cooperation with the family. Individual interviews, parent evening meetings, visits in families are organized to this end. The magazine "Bummi" also contributes to pedagogical education. It is designed for children between the ages of three to six years, yet it also carries articles intended for parents, subject-oriented discussions on education and the like.

16. IVANOVOVÁ, L.: Předškolní výchova v Německé demokratické republice. /Preschool education in the German Democratic Republic./

Zdravotnická pracovnice, 29, 1979, No. 4, pp. 191-194.

There were 602 creches, 1.170 nursery schools and 700 combined facilities creche-nursery school in the G.D.R. at the end of the year 1977. Sixty percent children

from the under-three population go to creches, ninety percent from the three- to six-population attend nursery school. The network of preschool facilities is planned to be expanded by the 1980 so as to provided places for 70% children from their respective population and for all children to attend nursery school, if their parents wish so.
The standards of educational work in all types of preschool facilities increase. A national conference was held in Neu Brandenburg at the end of the year 1977 to discuss preschool education; its delegates critically and in a comprehensive manner assessed and recapitulated the results of public preschool education that had been achieved in the G.D.R. in the past thirty years and outlined new objectives aimed at a further improvement of child care.
Preschool workers involved in everyday practice pressed for the tackling of questions concerning play, object teaching, collective education, family education and children's preparation for school attendance throughout the whole preschool period.

17. K NOVIM SOVERSHENIYAM! /Towards new achievements./ Doshkolnoye vospitaniye, 1979, No. 1, pp. 2-3.

This is a paper recapitulating the achievements of the fourth year of the tenth five-year plan in the U.S.S.R. The preschool facilities of a new type, combined creche-nursery school, are attended by over 13 million children. Forty percent children going to first classes of primary school now and children in big towns /80%/

have gone to nursery school. To raise the standards of children´s health care and to prevent diseases, the ministry of health care together with the ministry of education and trade unions organize an all-union survey. It is expected to become an impetus for improving the hygienic routine in nursery schools and for accelerating the construction of new facilities. Researchers, pedagogues and physicians are expected to issue recommendations resulting in the raising of the standards of education and health care in children´s facilities. The first step in this respect was the joint meeting of the Academy of pedagogical sciences and the Academy of medical sciences of the U.S.S.R., which set forth topics for joint research work.

18. LÁSZLONÉ, B.: *O modernizácii materskej školy v MLR.*
/On modernizing nursery school in the Hungarian People´s Republic./
Predškolská výchova, *33*, 1978-79, No. 10, pp. 286-288.
3 photographs.

Hungarian nursery schools have a 150-year long tradition. Yet, the first binding document concerning nursery school activities entitled "Educational work in nursery school" was published as late as 1957. Since the school year 1971-72, nursery schools work according to a new educational programme focused on children´s all-round and harmonious development. A special emphasis is laid on developing an active mind and children´s activity in general. The curriculum of educational work designed for the first class of primary school draws upon this programme and develops it further. Play, work and occupations make up one whole in educational work. The principal prerequisite of successful educational work is a well-planned organization of children's activities and the formation of the children's collective. Teachers are expected to provide a greater purposefulness in developing moral habits, in implementing the tasks of working and physical education.

19.ROLICKA, G.: Szczeście najmłodszych. /Happiness of the youngest ones./
Przyjaciel dziecka, 1979, No. 2, p. 1.

This is an article written on the occasion of the International Year of the Child; it is a positive assessment of the situation of children in today's Poland. The author discusses general school attendance, development of nursery school education, health care, children's camps and the like.

20.RIZHOV, A.: Radost sozidaniya. /Joy of construction./
Doshkolnoye vospitaniye, 1979, No. 2, pp. 5-8.

This is an article written to assess and recapitulate the results of the third year of the tenth five-year plan. The plan of providing places for children in preschool facilities has been surpassed. The number of preschool facilities in the R.S.F.S.R. has amounted to 71.000. Their network is being especially extended in the country. It is mostly combined facilities of the type creche-nursery school that are being established. The salaries of popular education and health care workers will be raised in the year 1979.

21.SZERENCSÉSOVÁ, J.: *Rozhovor s námestníčkou ministra školstva KSSR.* /An interview with the deputy minister of school education of the Kazakh Soviet Socialist Republic./

Predškolská výchova, 34, 1979-80, No. 4, p. 96.

1 photograph.

Before the Great October Socialist Revolution, only two percent population in the Kazakh Soviet Socialist Republic could read and write. Under Soviet Government, it has gone through development representing several centuries. Today, there are 7.000 preschool facilities for more than 808.000 children.
The most important task now is to expand the network of preschool facilities and to train pedagogical staff. There are 25 pedagogical schools and three pedagogical institutes in the republic preparing pedagogues with university-level education.

22.SHISHOVA, A.: *Za schastnoye detstvo.* /For a happy childhood./

Doshkolnoye vospitaniye, 1979, No. 5, pp. 7-10.

3 photographs.

This is an editorial panel to commemorate the International Year of the Child. In the year 1978, there were 2.269 preschool facilities for over 360.000 children at the ages between one-and-a-half to seven years of age. Another 17.00 places are planned to be established in the year 1979. In connection with the change in the concept and content of work at primary school, effective methods of education and teaching in nursery school are also investigated. The principal organizational form of preschool education are occupations designed to combine a high standard of conceptual orientation with the principles of developing and problem teaching. Nursery school teachers investigate various variants and structures of occupation, continuance between educational and teaching methods, application of the scientific principle to the children´s getting acquainted with the surrounding world. They provide coordination between all sections of the curriculum of educational work as well as an individual approach to children.

23. Za mir i schastye vsyekh detey. /For peace and happiness of all children./
Doshkolnoye vospitaniye, 1979, No. 6, pp. 4-8.
1 photograph.
This is an article written on the occasion of the International Year of the Child. There were over 120.000 combined facilities of the type creche-nursery school in the U.S.S.R. in 1979, attended by more than 13 million children. In addition, five million children go to seasonal facilities in the country. The yearly costs of placing one child in a creche are over 500 Rb, or 450 Rb per child in nursery school. Eighty percent of these costs is covered by the state. By the end of the five-year

plan, the construction of further 2.5 to 2.8 million places in children's facilities will be completed.

24.ZAKHAROVA, Ye.: U nashikh druzyey. /In the country of our friends./
Doshkolnoye vospitaniye, 1979, No. 6, pp. 72-73.

The author reports on preschool education in the Mongolian People's Republic. There are 584 facilities for preschool children, out of which 50 are large - their capacity is 280 places. The so-called "Children's budget" exists in the country; working people voluntarily donate a day's salary to it every year. This budget is used to finance the construction of preschool facilities, their maintenance and equipment. In the last twenty years, a system of education and teaching in preschool facilities has been established, the standards of the specialized training of pedagogical staff have been raised. Ninety percent of them have specialized secondary education; district inspectors and headmistresses of large facilities have university-level education.

25.ZHURAVLYOVA, M.I.: Sovershenstvovaniye i razvitiye obshchestvennogo doshkolnogo vospitaniya v kolkhozakh. /Perfection and development of public preschool education in agricultural cooperatives./
Doshkolnoye vospitaniye, 1979, No. 10, pp. 5-10.

This is a paper delivered at the all-union meeting of educational, agricultural and medical workers held to discuss the topic "Fulfilment of the resolution of the Council of ministers of the U.S.S.R. on measures to be taken to expand the network of preschool facilities in agricultural cooperatives". The deputy minister reported on the results achieved in the six years that had passed since the resolution. At the end of 1978, altogether 3 million children went to preschool facilities belonging to agricultural cooperatives. Not only the network of these facilities has been extended in all union republics, but also the standards of their equipment have been raised. The number of pedagogical schools has increased, new faculties of preschool education have been established within pedagogical institutes. Since the year 1975, pedagogical schools prepare educators qualified for work with children of the ages between one to seven years. The number of unqualified personnel has been reduced. Many agricultural cooperatives send local girls to pedagogical schools and cover the costs of their schooling.

According to surveys carried out by the Institute of preschool education of the Academy of pedagogical sciences of the U.S.S.R., the standard of preparedness of children from village nursery schools with respect to school attendance is equal to that of urban children. A new curriculum of educational work has been developed and is being experimentally tested now. It formulates a new concept of developing children's cognitive skills so as to prepare them well for school attendance.

The methods of children's physical education have been improved, locomotive activity in physical exercise has increased, children are trained to become hardy.

The morbidity rate of children has dropped. Children in a number of union republics go to ethnic nursery schools where they learn the Russian language. For example, in the Georgian republic, there are more than 10.000 such children at the ages between four to seven years. The decision has been made that in these nursery schools all five- to seven-year old children will learn the Russian language. Curricula and methodological handbooks have been published accordingly.

Methodological literature is published to facilitate teachers their work, including specialized literature concerning work in incomplete nursery schools and seasonal facilities.

Recently, village nursery schools have also intensified pedagogical education intended for parents. In some union republics or regions, television broadcasts programmes for parents. Special programmes for children, such as "Let's play", also meet with parents' interest, for they enable them to see how preschool facilities work.

Yet, there still exist many problems to be tackled: to expand the network of nursery schools, provide preparation of five- to six-year old children for school attendance, to bring the activities of seasonal facilities up to the standard of permanent facilities, to provide for the training of new teachers in agreement with the plan of preschool facilities and to systematically raise their qualifications, to perfect the system of administration and supervision and methodological assistance in all the bodies of national education authorities.

1.3 Capitalist countries

26.KOPP, H.: Wissenschaftsorientierung im Kindergarten. /Scientific orientation in nursery school./
Der Schweizerische Kindergarten, 69, 1979, No. 1,
pp. 22-25.
29 refs.

Even though education is an art of its kind, it requires to be put on a scientific basis. The author cites literature as published in the last five years, illustrating thus the effect of scientific findings on the concept and methods of education.

27.CRISCI, E.: Strutture organizzative didattico-pedagogiche. /Organizational didactic-pedagogical structures./
Scuola materna, 67, 1979, No. 3, pp. 177-179.

The organizational structure of nursery school is designed to meet educational and instructional objectives and it requires programming, technico-operational activities in keeping with the child's actual needs. The author considers the position of nursery school in Italy, describes various types of nursery school and their methods and defines more clearly conditions for creating a well-organized nursery school: hypothesis of work, plan of activities and periodical testing by the pedagogical staff.

28. DIEL, E.: Aktivitäten zum internationalen Jahr des Kindes in der Bundesrepublik. /Activities for the International Year of the Child in Federal Germany./ Der Schweizerische Kindergarten, 69, 1979, No. 4, pp. 178-180.

The national commission for the International Year of the Child led by the ministry for the family and the ministry for youth has developed its programme. Individual working groups have been set up to work on its most important items: support to education to parenthood, improvement of health care, support to socially handicapped children, improvement of school conditions, creation of favourable environment for children. The working group dealing with improvement of conditions for family education and with preparation of educational facilities supplementing family education especially in early childhood works primarily on the following subjects: child and traffic, child and society, flats suitable for children, building of new playgrounds.
The Pestalozzi-Fröbel Society deals with the topic "Integration of handicapped children" this year.
The Central association of Catholic nursery school teachers will organize a conference to discuss the topic "Children's rights - specifically". All these events aim at informing the general public about the situation of children and attracting more of their interest in and understanding for children's needs.

29.Doshkolnoye vospitaniye v Danii. /Preschool education in Danemark./

Doshkolnoye vospitaniye, 1979, No. 10, pp. 79–80.

Educational facilities for children in Danemark are of two types: day-care /creches, nursery schools, children´s playgrounds, groups for out-of-school occupations/ and continuous operation facilities /for unmanageable children, mentally or physically handicapped children and for children requiring continuous care/.

There are about 3.000 day-care facilities employing approximately 21.000 people, out of these 9.000 are with qualifications. Pedagogues for these facilities are trained at schools in three-year courses where they can enroll after reaching eighteen years of age. About twenty percent of them are men. Male personnel are also trained for work in crèches. This increase in numbers of men trained for preschool facilities is explained by the fact that the children of single mothers whose numbers are on the increase need the male pattern in their education.

An interesting form of organizing children´s leisure are playgrounds where children get sufficient constructive material and can, under the supervision of pedagogues, build various houses and huts, keep pets; sometimes even a horse may be kept there. Children of various ages meet on these playgrounds, which brings about various educational moments. The costs of these playgrounds are borne by the government or the city. Nursery schools for

normal children accept, wherever possible, also children with some defects. In such cases a defectologist is involved.
Parents contribute by 25-30% of the total costs of their children's stay in preschool facilities. The remaining costs are borne by either the government or the city. These facilities are administered by the ministry of social care.
The ministry of education administers schools which can establish preparatory classes for six-year old children. Neither the establishing of these classes nor their attendance are obligatory. They are attended by about 60% children.
Facilities for preschool-age children do not receive any guidelines valid on a national scale. Their objective is defined very broadly:..."they serve to tackle socio-pedagogical problems and complement family education".

30. L'ECOLE enfantine "Montessori" en Valais. /Nursery school "Montessori" in Valais.

Der Schweizerische Kindergarten, 69, 1979, No. 6, pp. 301-303.
1 photograph.

A group of teachers who, twenty years ago, graduated from the nursery school teachers' training centre established by the Montessori International Association describe the activities of nursery schools working according to the Montessori method. These are mostly private schools.

According to Montessori's ideas, their objectives are to encourage the child's natural development so as to enable it to adapt itself to its environment. The child moves around freely in nursery school, it is left free to choose its activities on its own. Both the teacher and the other children respect its rhythm. The child can repeat its experiments, Montessori material supplies stimuli for escalating its activities.
In addition, children gather daily for joint activities, such as singing, gymnastics, rhythmics, observation of nature and objects surrounding them, reading of fairy tales and stories to them, reciting verses and the like.

31. EDELMAN, M.W.: Develop a National Agenda for Children. International Year of the Child 1979.

Young Children, 34, 1979, No. 1, pp. 2-3.

This is one of the eight declarations on children as published during the International Year of the Child 1979. The director of the Children's Defense Fund, M.W. Edelman, states in his article the main principles for the activities of the Fund to be implemented within the framework of objectives aiming at improvement of the conditions of children and their families in the International Year of the Child 1979. He defines five main points to provide competent activities of the Fund aimed at improving social, medical and educational care of children.

32. EGGER, E.: *Der Kindergarten als soziale Aufgabe.* /Nursery school as social objective./

Der Schweizerische Kindergarten, 69, 1979, No. 6, pp. 300-301.

The education of preschool-age children was in the hands of the family up to the 19th century. The change in attitudes in the 19th and 20th centuries was brought about by the following causes: transformation of the agrarian society into an industrialized one entailing women's work outside their homes; new findings of psychology emphasizing the importance of early childhood education leading to encouragement of teaching preschool children; socialization trends, education for society and efforts to create equal chances of school education for all children. The author especially stresses the social objective of nursery school: a harmonious development of the child's potential, the possibility to reveal and recognize defects in development at an early age and better chances for their compensation at this age.

33. FERRAROTT, W.: *I problemi della scuola oggi.* /Some problems of contemporary school./

Scuola materna, 66, 1979, No. 17, pp. 1061-1078.

The author considers some problems related to the Italian system of school education. The paper is divided into three parts. The first deals with teaching /definition of objectives, means of attaining them/, the process of adaptation through association, relation of school to society. The second part is devoted to preschool education, vocational and specialized preparation of educators. The third part deals with curriculum-making and programming of school activities.

34. JANZEN, H.L.: The Psychological Rights of the Child.

Early Childhood Education, 12, 1979, No. 2, pp. 6-9.
9 refs.

It is necessary to clearly define the psychological rights of the child within the framework of the Declaration of the Rights of the Child, which was adopted by the United Nations twenty years ago. In Canada, for example, according to the reports of the Council on Children and Youth there are seven million children without any legal rights, absolutely no psychological rights and very limited rights to education. Nearly 80.000 children required help and protection in 1978 /they grew up outside normal families/ The author defines the mission of the International Year of the Child. Its main objective is to provide opportunities to stress the necessity of intellectual, psychological and social development of children in addition to physical development and special attention which must be paid to handicapped children. In the year 1959, the Organization of the United Nations adopted the Declaration of the Rights of the Child /1973/. It appeals to all countries in the world to recognize child population as the most valuable wealth of the nation. Children must, therefore, be granted essential services facilitating their healthy development and future position in the society. The Declaration of the Rights of the Child must be ammended by a definition of the psychological rights of the child. Educational programmes designed to provide these rights of the child should be oriented on practical goals of the future improvement of the standards of services for children in all countries of the world. The author of this article suggests to draw up a provisional declaration of the rights of the child taking into account the complex situations existing in some countries. A campaign has been launched to implement the above objective. Its main initiator is Dr. Calvin D. Catterall working in cooperation with governmental and international psychological societies of the world. The International School Psychology Committee was authorized to lead this international process. The Committee supervises the ammendments to the programme of the protection of the rights of the child on international scale. As regards the selection of agenda to be included into the provisional declaration, four factors were chosen. The author presents these factors and a suggestion of the provisional declaration of the psychological rights of the child. He stresses the necessity of a broad participation of the public, especially parents, in drawing up the provisional draft of the psychological rights of the child aimed at the granting of good quality pedagogical, social, physical and psychological services to all children. This objective should stimulate discussion in all professional groups. The campaign for the psychological rights of the child requires co-operation on the part of all governmental and international agencies in the world.

35. LEMUS, V.L.: O predškolskom vyučovaní na Kube.
/On preschool teaching in Cuba./

Predškolská výchova, 34, 1979-80, No. 1, pp. 9-12.
2 photographs.

Preschool education started only after the victory of the revolution in January 1959. Nursery schools started to be founded after 1896, yet only with programmes and teachers from the U.S.A. who practiced imperialist policies and suppressed Cuban nationality. Private schools were nationalized after the victory of the revolution. A network of facilities was established not only in towns, but also in the country, for the first time in the history of Cuba. The objective of these facilities is to provide education of children at the time when their mothers go to work.
The Institute of the Child was founded in the year 1971. In cooperation with the ministries of school education and health care, it is responsible for the implementation of a number of tasks, such as the development of the educational system and the principles of work in educational facilities;

research aimed at acquiring parameters of development in relation to various socio-cultural aspects, research in the field of psychology, pedagogy, etics and other disciplines.
The Institute also devotes attention to education of parents. A Parent Committee is active in every children's facility.
Teachers' training takes place at seven schools designed for children's facility educators. In-service training of educational personnel is provided by the Institute of the Child.

36. MACCHIETTI, S.S.: *Problematica attuale dell' educazione prescolastica nei paesi della Comunita Europea.* /Some topical problems related to preschool education in the E.E.C. countries./

Scuola materna, 67, 1979, No. 5, pp. 227-279.
1 ref.

The author deals in detail with preschool education in the E.E.C. countries, reports on its organization, education and methods and mentions some aspects and trends typical of the contemporary development: nursery school as part of family education, requirement to integrate it into obligatory school attendance and to extend working hours in preschool facilities, lack of qualified educators, coordination of nursery and primary school activities, better contacts with parents, cooperation with television, necessity to provide continuity of education.

37. Niekol'ko zaujímavostí zo života detí v Južnej Afrike. /Some interesting facts on the life of children in South Africa./

Predškolská výchova, 33, 1978-79, No. 8, pp. 240-241.
2 photographs, 1 table.

This is a brief confrontation of the position of white and black children as prepared according to the journal Le Courrier de L'UNESCO in the year 1977. The standard of education made available to blacks is incomparably worse, both with respect to quality and quantity. For example, education for whites is free and obligatory, while it is optional for blacks who, in addition, have to pay for their enrolment, teaching aids and pupil uniforms. Co-education of whites and blacks is prohibited.

38. POLÁČEK, K.: Intervento compensatorio per favorire lo sviluppo intelettuale dei bambini della scuola materna. /Compensating interference to the benefit of nursery school children./

Scuola materna, 66, 1979, No. 13, pp. 823-824.
4 refs.

Preschool children growing up in environments negatively affecting their development are slow learners at primary school. Research is conducted in many countries /U.S.A., Britain, Germany, Australia, Italy/ both in the practical and theoretical fields aimed at elimination of obstacles of these "handicapped" children. The author describes the specific features of these children, environments causing deprivation and suggests some preventive and corrective measures.

39. Principi e metodologia della sperimentazione. /Principles and methodology of experimentation./

Scuola materna, 67, 1979, No. 18, pp. 1110-1117.

The author sees the solution of the contemporary crisis of social and moral values accompanied by conformism and consumerism in the reconstruction of society. Creativity constitutes the key to solution. Education to creativity assumes the preparedness of the teacher and cooperation of the parents. The author deals in detail with all problems occurring in education at nursery school: individualization and socialization, creativity, structure and organization of school, communication /language and narration/, logic and mathematics. He presents a pattern of research into environment and organization of material.

40. SGAGLIOSO, C.: La scuola materna come tappa obbligata. /Nursery school as obligatory stage./

Scuola materna, 67, 1979, No. 2, pp. 109-110.

The number of nursery school pupils has increased significantly. /The"child-minding model" designed in accordance with the needs of children from workers´ families has changed into the "pedagogical model" which is in harmony with the present class composition of children. Children from middle and upper social strata also go to nursery school today. Nursery school must become a place of "socialization", offset cultural differences between children from different social strata. This leads to the necessity of eliminating education to "competition" and introducing education to "cooperation". Scientific disciplines such as anthropology, psycholinguistics and sociolinguistics can positively contribute to this new type of nursery school.

41. SPREAFICO, G.: Riforma sanitaria e libertà di assistenza. /Health reform and freedom in health care./

Scuola materna, 66, 1979, No. 15, pp. 935-936.

The author points out to the negative results in the field of health care in recent years. The fight against emargination /exclusion from society/ has often been used as an ideological tool; a "new emargination" is coming into being today as a consequence of the fading respect for man. The education of citizens to participation in tackling problems in their private environment has failed. The fight against "private structures" /Catholic schools/ is a denial of the citizen's free option. The author mentions and criticizes the drawbacks of the health reform.

42. ZANI, G.L.: Problemi e tendenze della scuola materna in Europa. /Problems and trends in nursery school in Europe./

Scuola materna, 67, 1979, No. 14, pp. 881-882.
3 refs.

According to Mialaret, preschool education fulfils three functions: investigating, compensating and dépistage. The author describes the development of nursery school systems in Europe before the Second World War, reports on the development and programmes of compensating education /launched in 1960/ and lays emphasis on cooperation between educators, specialists and parents. A problem still open to solution is the relation "nursery school-family" and "nursery school-primary school".

43. ZANI, G.L.: Problemi e tendenze della scuola materna in Europa. /Problems and trends in nursery school in Europe./

Scuola materna, 66, 1979, No. 12, pp. 755-756.

The author deals with problems related to nursery school systems in the E.E.C. countries. Three international organizations /UNESCO, CCC, OCSE/ are active in the educational field and deal with nursery school problems. The author describes the structures of nursery school systems in individual countries, relations between nursery and primary school. Some countries try to solve the relation between nursery and primary school by 1/ obligatory attendance of nursery school one year before starting school, 2/ by carrying out "positive discrimination", i.e. nursery school is primarily attended by children from lower social strata.

2. THEORETICAL BASIS OF PRESCHOOL EDUCATION

2.1 General problems viewed from

2.1.1 the philosophical angle

44. AGAZZI, A.: L'adultismo nella scuola materna. /Adultism in nursery school./

Scuola materna, 67, 1979, No. 2, pp. 99-101.

A struggle has been waged recently against permissivity and spontaneity in education. The author deals in detail with both phenomena. He points out to irearrigible mistakes in education caused by adultism, i.e. misconception of the child: child = small adult /"homunculus"/. The child differs substantially from the adult, it thinks and behaves in a typical manner, has rules of its own. Adultism results in indifference, verbalism and lack of discipline. The nursery school of today is endangered by anticipations and elementarization.

45. AGAZZI, A.: *Spontaneita o programmazione? Un falso problema, un alternative falsificatrice.* /Spontaneity or programming? A false problem, a false alternative./

Scuola materna, 67, 1979, No. 1, pp. 5-7.

A polemic is taking place in the pedagogical field concerning "activism". "Activism is a spontaneous activity which is not target-oriented, does not program objectives, is reduced to random events, lays emphasis on "formative" results. All cognition must progress according to defined structures. The author comments critically on opinion trends of the past /Dewey, Claparède, Piaget/. It is erroneous to put into contradiction spontaneity and programming; education must include both spontaneous development and programming.

46. CRISCI, E.: *Linee per una ipotesi didattica.* /Outlining didactic hypothesis./

Scuola materna, 67, 1979, No. 1, p. 19.

Didactic hypothesis is a professional act of an individual educator and all personnel of a school who evaluate and analyze the objective and real situation including themselves, family and socio-cultural environment. It is a global consideration of all educational factors affecting the education of a child. The author discusses in detail the function of nursery school in contemporary society taking into account the socio-historical situation.

47. MIGLIOTTI, M.B.: Inevitabilità dell' influsso ambientale. /Inevitability of ambient influence./

Scuola materna, 67, 1979, No. 2, p. 116.

The child is determined either positively or negatively by its environment. Every situation is determining for the child until the child learns to make personal and autonomous decisions, to apprehend, discern and choose. The child must be a part of a group, to look for solutions together with others. The author points out to the importance of affectivity in integrating an individual into the social context.

48. MIGLIOTTI, M.B.: Spontaneità di rapporti bambino-ambiente. /Spontaneity in the child's relation to its environment./

Scuola materna, 67, 1979, No. 1, pp. 24-25.

The child responds to its environment with all its capacities, intelligence and affectivity. The author states conditions necessary for establishing a balanced relation in the field child-adult, child-environment; she points out to pedagogical mistakes, to the importance of individual developmental phases, to the effects of affections in experience. She deals with children's stress and anxiety, their unconscious desires. An educator should transform these anxious feelings into feelings of security and safety.

2.1.2 from the psychological angle

49. BARAT, M.: Le développement de l'enfant, conceptions psychologiques et conséquences pédagogiques. /Child development, psychological concepts and pedagogical consequences./

L'école maternelle francaise, 1979, No. 4, pp. 17-29.

This is an informative paper on the results of scientific research in the field of developmental psychology. The author outlines the main problem ranges of the genesis of the mental structure of the child and recapitulates findings achieved in tackling these problems by H. Wallon and J. Piaget.

50. HARTŇÁKOVÁ, E. - ZWTENER, K.: Výzkum detí vychovávaných v jasliach socialistických krajín./SSSR, NDR, SSR/ /Investigation of children educated in creches in the socialist countries /USSR, GDR, Slovak Socialist Republic./

Psychológia a patopsychológia dieťaťa, 14, 1979, No. 6, pp. 495-504.
5 diagrams, 11 refs.

The authors report on research designed to investigate the mental development of children in the first three years of life under conditions of a collective environment considered from the aspect of prevention of its undesirable influence, as tackled within the framework of international research cooperation. The first part of the investigation deals with a survey of the living conditions of children in crèches.

51. KLINDOVÁ, L.: Uwarunkowania psychologiczne stymulacji rozwoju umysłowego dzieci. /The psychological conditioning of stimulation of children's mental development./

Wychowanie w przedszkolu, 1979, No. 12, pp. 593-598.

The Slovak author describes in detail an investigation of this psychological conditioning, including the results of the experiment. She focuses her attention on the role played in this process by attendance in nursery school.

52. KLINDOVÁ, L.: Intelektová stimulácia v predškolskom veku. /Intellectual stimulation at preschool age./

Jednotná škola, 31, 1979, No. 8, pp. 719-736.
7 tables, 12 refs.

The author reports on the results of an experiment designed to investigate how to achieve a desirable raising of the standard of intellectual abilities in preschool children.

53. KOCH, J.: Význam rané stimulace pro vývoj kojence. /The importance of early stimulation for infant development./

Psychológia a patopsychológia dieťaťa, 14, 1979, No. 2, pp. 111-117.
6 tables, 26 refs.

In the introductory part of his article the author presents opinions of representatives of developmental psychology concerning the importance of early stimulation. He further presents the findings stemming from his own long-term research, including the methods used.

The article contains tables with signs of psychomotor development and results achieved by infants stimulated to motor development and unstimulated infants. In conclusion, the author stresses that systematic, scientifically grounded stimulation is of a great importance and positively affects infant development.

54. KOTÁSKOVÁ, J.: Závislost významu stimulace dítěte na stadiu socializace. /The dependence of the importance of infant stimulation on the stage of socialization./

Psychológia a patopsychológia dieťaťa, 14, 1979, No. 2, pp. 105-108.
4 refs.

The author presents the findings of a longitudinal study of socialization related directly to questions of adequacy - intensity of effect or specificity of some social stimuli with respect to behaviour, attitudes, self-evaluation and other characteristics of infants under development. The experiment investigated individual stages of ontogenesis - 18 months, three years, 4.5 years and six years.

55. MATĚJČEK, Z.: Svět předškoláka. /The world of the preschool-age child./

Rodina a škola, 26, 1979, No. 6, p. 6.

The author of this article acquaints readers with the characteristic features of the mental make-up of the preschool-age child.

56. MEYER, W.J.: Child Psychology: A Developmental Perspective.

Boston, D.C. Heath 1979. 658 pages.

Reviewed by: Eliot, J.: Childhood Education 56, 1979, No. 2, p. 118.

57. MIGLIOTTI, M.B.: Livelli della coscienza e fasi di crescita. /The level of conscience and phases of growth./

Scuola materna, 67, 1979, No. 6, p. 354.

The author explains the principal concepts of psychoanalysis /unconscience, instincts, es and super-ego, Freud's concept of sexuality/. Her attitude to psychoanalysis is critical. She agrees with Erikson in that personality should be conceived in all its complexity, that its individual aspects /such as Freud's instincts/ do not overlap others. She agrees with Erikson's classification into eight developmental phases and characterizes them briefly in her paper.

58. NORDHOFF, I.: "Sag es ihm doch direkt!" /Tell it to him direct!"/

Spielen und lernen, 12, 1979, No. 4, pp. 39-44. 3 photographs.

This is a report on group therapy which has been used on a large scale in the German Federal Republic in the last eight years. It is based on the principles of its founder, F.S. Pearls, however, its procedures have been updated. The main principle is frankness in attitudes to conflict situations which should result in agreement on emotions and behaviour. The author believes that group therapy practised under the guidance of specialists can be more effective than drug therapy.

59. SHERMAN, J.A.: Sex-Related Cognitive Differences: An Essay on Theory and Evidence.

Springfield, Charles C. Thomas 1978.
Reviewed in: The Personnel Guidance Journal, 58, 1979, No. 3.

This is a critical evaluation of the traditional theories concerning sex-related cognitive differences.

60. SCHMIDTOVÁ, E.: Psychologický význam fyzického kontaktu dojčat s dospelým. /The psychological importance of physical contact of infants with adults./

Psychológia a patopsychológia dieťaťa, 14, 1979, No. 3, pp. 208-220.
3 photographs, 14 refs.

Physical contact between infant and mother is important for mental development and socialization. It starts as early as the prenatal period. This experimental material was obtained during longitudinal observations of various forms of contact between infants /0-1 year of age/ and adults. /N=12/
Physical contact gratifies the infant's mental needs /orientation in environment, influence on developing motor activities, communication with adults and the like/.
The findings of the experiment may be applied in education of the young generation to parenthood.

61. SUPEK, R.: Kreativnost i odgoy. /Creativity and education./

Pedagoshki rad, 1979, Nos. 7-8, pp. 318-340.

The author deals with the question of what is creativity. Principally, there exist three concepts of child creativity today /intellectual, dynamic-psychological and genetic-functional/. The author critically evaluates and analyzes these concepts; he himself inclines towards the third concept.

62. ZAZZO, R.: Il corpo non è tutto. /The body is not all./

Scuola materna, 66, 1979, No. 11, p. 680.

Attention is paid today to child psychomotor activities. An eminent Italian psychologist discusses this phenomenon. So far, the body has been conceived anatomically and physiologically. Under the influence of phenomenology and existentialism it was conceived as the "seat of significance" /sede degli significativi/. The author is against dualism and monism, states that it is necessary to overcome the conflict between "mechanisms" and "significances" /significati/; the body is the mechanics but also the bearer of "significances". The expression "psychomotor" is, in the author's opinion, a chimera reflecting the vagueness of our knowledge of the genesis of the mental make-up.

63. ZOVKO, G.: Neke karakteristike emotsionalnog ponashanya uchenika osnovne shkole. /Some characteristics of the emotional behaviour of the primary school pupil./

Pedagoshki rad, 1979, No. 7-8, pp. 341-352. 25 refs.

The emotional behaviour of pupils, especially its negative aspects, have been little investigated. A medical survey in Yugoslavia, however, demonstrated that over 25% primary school pupils have mental problems. The author carried out an extensive study to investigate the emotional characteristics /neurotic behaviour/ of 7th-and 8th-graders of primary school. He analyzes the results achieved in his study and points out to the fact that they should be respected both by pedagogy and school practice.

2.1.3 from the sociological angle

64. PRADELLES, Ch. - H. de Latour-Dejean: La symbolique des rites de la naissance chez les Banqwa au Cameroun. /The symbolics of birth rites in Banqwa in Cameroon./

Enfance, 1979, No. 3-4, pp. 237-240.

This is a brief article describing the birth rites which are still observed in the Banqwa tribe in Cameroon.

2.1.4 from the biological angle

65. ROUCHALOVÁ, M. - HORÁČKOVÁ, E.: Výška 0-12 let v dlouhodobě sledované skupině a u jednotlivců. /The height at 0-12 years of age investigated in a group and individuals on a long-term basis./

Československá pediatrie, 34, 1979, No. 10, pp. 594-599. 4 tables, 20 refs.

The authors present the findings of a long-term study designed to investigate the growth of children at 0-12 years of age. The survey was conducted with children from Brno. Its results are compared with the height of children from other cities and national-scale data as well as foreign figures.

66. ELKIND, D. - WEINER, I.B.: Development of the Child.

New York, John Wiley and Sons 1978. 728 pages.

Reviewed in: Childhood Education, 55, 1979, No. 3, p. 173.

This is a review of the growth and development of the child viewed from various aspects, as well as a review of the latest research and theories concerning the development of the child including the clinical aspect.

67. HELLGREN, L.: Låg personaltäthet gör barn stressade. /Inadequate relations between personnel and children evoke stress feelings in children./

Förskolan, 62, 1979, No. 10, p. 20.

It was found during an eighteen-week investigation that the content of adrenaline and noradrenaline in children's urine depended on the number of children in a group. Where one teacher had fewer children to take care of, the situation was better.

68. KOUŘIM, J. - KUBÁT, K.: Vztah mezi způsobem péče v předškolním věku a počtem akutních nemocí u dlouhodobě sledované skupiny pražských dětí v období od narození do 15 let. /The relationship between the method of care at preschool age and the number of acute diseases in a long-term study of a group of Prague children from birth to 15 years of age./

Československá pediatrie, 34, 1979, No. 3, pp. 173-176.

4 tables, 5 refs.

The survey was based on long-term investigations of the morbidity rate of children from preschool facilities and children in family care. Its findings indicate that the significant difference in acute morbidity rate of children going to collective facilities at preschool age as compared with children that are in family care in that period does not stop at six years of age. In case acute diseases are registered in a cummulative manner, this difference between both groups of children endures, even though the morbidity rate of children from family care increases at school-going age, still at fifteen years of age and remains statistically significant.

69. ZEMAN, L. - BRYNDOVÁ, D.: Hodnocení funkce rodiny ve vztahu k dítěti v praxi kojeneckého ústavu. /An analysis of the function of family in relation to the infant in the practice of an infants´ institution./

Československá pediatrie, 34, 1979, No. 3,
pp. 177-180.
4 tables.

This is a report on an investigation of 200 infants in the Infants´ Institution in 1977. It analyzed the educational function of family in relation to the infant by using Dunovský´s methodology. A repeated evaluation of the infants after six months and at dismissal demonstrated that in dysfunctional families the infant´s stay in the institution aggravated the parents´ relations to the infant. The above methodology was found very suitable for application in children´s facilities entrusted with social protection of children.

2.2 Methodology; research

70. A la conquête de l'espace et du temps. /On the conquest of space and time./

L'école maternelle francaise, 1979, No. 6, pp. 17-29.

The article reports on a survey conducted in the senior department of a nursery school with five- and six-year old children coming from good socio-cultural backgrounds. The experiment was carried out with the help of teachers of history, natural sciences, mathematics, physical education, etc. It was conducted throughout the whole school year so as to be in agreement with the children's life rhythm and interests. Both the children and their educators were investigated in the experiment. Object methods were used in the survey implemented by observations of pictures and cardboard shapes as well as by visits of museums, enviromental trips and the like.

71. ABECASSIS, J.: A propos du regard de l'enfant. /From the child's point of view./

Enfance, 1979, No. 3-4, pp. 171-194.
2 tables, 45 refs.

The subject of the scientific study are relations the child established to itself, to the surrounding world and to others by means of vision. In the introductory part, the author analyzes and

evaluates the works by prominent psychologists, J.A. Piaget, H. Wallon, R. Spitz, S. Freud, K. Abraham and J. Lacau.
The author further describes observations she carried out with 45 preschool-age children. Her findings indicate the direction and prospects of semiological children's research.

72. BARALOVA, R.: Deystvennost prakticheskikh metod, /The effectivity of practical methods./

Doshkolnoye vospitaniye, 1979, No. 5, pp. 66-67.

The author reports on an experiment conducted in the senior department and in the preparatory classes of a nursery school in Sofia. The objective of the survey was to investigate the applicability of the practical method /as compared with the object and verbal methods/ to occupations acquainting children with the surrounding world and to determine the children's extent of interest. The experiment demonstrated that practical situations /such as planting onions/ accompanied by verbal methods created conditions for the children's independent behaviour, prepared them for knowledge acquisition. The children's interest was encouraged. They learned relationships impossible to discern in standard observations. The author presents as a specific example the synopsis of an occupation the objectives of which was to teach children to observe objects and processes, to compare them and to derive practical conclusions on that basis.

The content of the occupation was to extend the children's knowledge of natural processes at the beginning of winter.

73. BAKER, A.M.: Cognitive Functioning of Psychotic Children: A Reappraisal.

The Exceptional Children, 45, 1979, No. 5, pp. 344-348.
16 refs.

The author discusses the relative cognitive functioning of psychotic children viewed from the angle of preceding research and theoretical assumptions. The assumption that psychotic children have normal inborn intelligence has been reappraised on the basis of the findings stemming from recent investigations of the measurements and stability of the cognitive level of psychotic children of preschool and junior school age. An analysis of this important investigation indicates that psychotic children do not differ from mentally retarded children in the sphere of cognitive functioning. The intellectual functioning of autistic children and comparisons of this function with other groups of children were studied by De Myer and his colleagues. In their study /1972/, they developed a battery of tests which they used for comparisons of adaptive, verbal and motor profiles of psychotic and non-psychotic substandard children. The battery of tests consisted of five main assignments: intellectual, linguistic, motor, perceptive-motor and perceptive tasks. The children, classified into three psychotic categories on the basis of test results, demonstrated reduced abilities of language communication and emotional deprivation. The results of this experiment indicated that normal subjects, with very few exceptions, differed significantly from all four pathological groups. The author assumes that the reason for the inadequate performance of psychotic, autistic and nonpsychotic substandard children is the dysfunction of the central nervous system rather than inadequate stimulation of environment in infancy. The author also presents in his paper a review of other investigations and their findings concerning prognosis of autistic children, their intelligence and intellectual capacity. In conclusion, the author evaluates the results of the experiment and presents some suggestions concerning research into the comparative cognitive development of psychotic children.

74. GOVOROVA, R. - VASILYEVA, L.: Ispolzovaniye naglyadnykh modeley pri podgotovke detey k syuzhetno-rolevoy igre. /Application of object models in preparing children for subject-oriented role play./

Doshkolnoye vospitaniye, 1979, No. 6, pp. 39-41.
4 figs.

The authors report on an experiment carried out in the laboratory of preschool children's psychology at the scientific research institute of preschool education of the Academy of pedagogical sciences of the U.S.S.R. It was designed to investigate the formation of cognitive abilities in the process of preschool education. The experimenters investigated the possible uses of object models which had already been used with advantage in teaching reading, mathematics and discussing physical processes, in a new sphere, i.e. in preparing and organizing subject-oriented play.
In such play, roles have to be assigned and their mutual relations determined. The experimenters attempted, by modelling these relations, to build up in the children clear-cut ideas of the social subordination of individual persons and to apply this knowledge to play. The models used in this work were slips of paper with signs of circles of various sizes. The mutual proportions of the sizes of the circles modelled relations between people in situations the children were to reflect in play. The children were asked to pick up models relevant to the story narrated by the teacher first, later by the children themselves.

Topics included in the nursery school curriculum were selected for the experiment, such as "Family", "Nursery School", "Shopping". The children had become acquainted with these topics in advance and practised the mutual relations of persons in six occupations by means of models.
It was found that children of middle preschool age were able to apprehend the mutual relations of people in specific life-like situations and to apply these relations to play. Object modelling constitutes an effective means of formation of generalized representations of relations existing between people at work and in the family. The learning of mutual relations prevailing between people enriches the content of subject-oriented play.

75. HODGES, W.L. - SHEEHAN, R.: *Follow Through as Ten Years of Experimentation. What Have We Learned?*

Young Children, 34, 1978, No. 1, pp. 4-14.
1 table, 35 refs.

This is an analysis of a long-term programme of compensation education viewed from the historical angle. The political support for social action was provided by President Kennedy. In the year 1960, when extraordinary attention began to be focused on the development of preschool education and the need of innovating its programmes, a number of studies were devoted to new problems related to preschool education /Stearns 1971, Horowitz and Paden 1972, White et al. 1973, Lazar et al. 1977/. The Head Start Centre was authorized to administer and ammend programmes of preschool education. In the course of development, the need had arisen of defining more clearly the objectives of programmes and to reduce their numbers as a consequence of the recession and lack of coordination. Individual administration centres and their personnel who contribute to the development of programme models are summarized in a table. The authors present a quantitative and qualitative evaluation of the programme of compensation education. There are two types of evaluation of the long-term developmental programme: cross-model evaluation and within-model evaluation. The most important is Abt´s evaluation /Stebbins et al. 1977/, which carried out an analysis of data obtained from Stanford Research Institute, based on a draft elaborated by the ministry of school education. The evaluation concerned three groups of children /from nursery school to third grade/. The last groups of these children completed the third grade in spring 1975. The main analysis dealt with 13-15 models out of 22 existing in 63 places. Basic comparisons were made with children who had participated in the programme and those who had not. The children were tested by means of six types of tests. Further evaluations were carried out in Stanford Research Institute and these complementary results were published in the monography prepared by the Society for Investigation of Child

Development /Stallings 1975/. Data for this study were obtained from 36 schools and concerned activities, teaching aids used, group teaching and interactions in experimental classes. The objective was to find whether the child's working day is in agreement with requirements defined in the programme. The third main cross-model evaluation was carried out by the Association for Research Administration /Rogers et al. 1977/. Its aim was to determine relative differences in costs of providing the programme. The survey was conducted by means of questionnaires in 51 places participating in the programme and in 41 places not involved in the programme of compensation education. The results will summarize the standard costs of providing good quality services to children. The results of the within-model evaluation and their analysis will be published in the third volume of the Reports on Compensation Education to be published by the ministry of school education. The qualitative evaluation of the programme includes the evaluation of the cooperation of partners involved in the programme, classification of programmes, social reforms, quality of the child's school life, teachers' training, clearer definition of objectives, educational programmes, work of auxiliary assistants, participation of parents and universities. The authors of this article summarize the main objectives of models of compensation education in the following manner:

1. To improve the child´s physical health and its abilities.
2. To encourage the child´s emotional and social development by fostering its self-confidence, spontaneity, inquisitiveness and self-control.
3. To improve the child´s mental processes and capabilities while paying a special respect for its conceptual and verbal skills.
4. To extend the child´s ability to build up positive attitudes to members of the family as well as other people; reinforcement of family stability positively affects both the child and its problems.
5. To develop in the child and its family a responsible attitude to the society and to encourage the constructive efforts of the society in providing help to socially disadvantaged people in solving their problems.
6. To intensify the sense of dignity and self-appreciation in both the child and its family.

76. KHALIZEVA, L.: Ispolzovaniye graficheskikh modeley v protsesse resheniya zadatch. /Application of graphical models in task-solving./

Doshkolnoye vospitaniye, 1979, No. 9, pp. 32-35.

This is a description of an experiment designed to look for methods of a purposeful influencing of the transition from figurative to conceptual thinking; to explain the link between methods of modelling in solving tasks of an object type and methods of modelling used in solving tasks requiring the engagement of logical components of thinking. The author describes tasks set to children to define spatial situations. She comes to the conclusion that there does exist a link between object and logical thinking with respect to general means of thought operations. The experimenter taught children object modelling by using consistently means corresponding to their age-related specific features; simultaneously, this resulted in a qualitative transformation of the sensory processes in the children, as well as a formation of elements of higher methods of orientation in surrounding space.

77. INNES, M.: Research. Four Reviews of Research in Language Development in the Early Childhood Years, Which Has Recently Taken Place in England.

Early Childhood Education, 12, 1979, No. 2, pp. 25-31.
2 tables, 1 ref.

This is a review of the results of a four-stage research in language development in the early childhood years, which has recently taken place in England. In the first stage of the experiment, ten children from a nursery school in Caston and ten children from primary school took part in 20-minute classes /the control group in the morning and the experimental group in the afternoon/ in cooperation with their parents who had received teaching aids, textbooks and material for individual work with the children at home. Both groups were tested during the experiment with preliminary tests /English Picture Vocabulary Test, Sentence Comprehension Test/ and the evaluation was complemented by the parents´ and teachers comments. The final tests and evaluation demonstrated to what an extent the children were able to comprehend grammatical phenomena. The results are summarized in a table. The research showed that the cooperation of the parents with the nursery school in developing the preschoolers´ language was successful enough to be maintained further in the programme of preschool education and financed by the local school administration authorities.

The second stage of the research focused on: play, language and experience in the early childhood years and it was organized by O.M.E.P. /World organization for preschool education/ in London. The research was based on a study on the language enrichment of handicapped children as conducted in 1969-1972. The study was directed at children who had been identified as "risk children" in the sphere of language development. The children participated in an experimental programme for language enrichment developed by the nursery school in Baylis. They attended nursery school where they worked in small groups with their parents. The parents tried to enrich the children's language during play. The research focused on methods used by the teacher which enabled the children to ask questions and encouraged them to ask questions concerning their own activities. Adults are able to help children develop language skills from five years, which is identified by Holliday as function of language relevant to school achievement. It is necessary to develop in adults an awareness of the role they themselves play in relation to children and to developing skills in using language in various contexts. The evaluation of the research resulted in the conclusion that children needed warm relations with adults to develop their self-confidence. Adults should be prepared for work with children so as to know when to encourage the child, when to listen to it and when to let it talk. Children who are language-deprived will often not learn to talk and ask questions, for adults do not communicate with them.

The third stage of the research focused on the development of word meaning. The initiator of it was Joan Tough, who had developed the language project. Eleven teachers and parents of children who did not go to nursery school participated in the project. The research was designed to find an answer to the question: did disadvantaged children suffered from deprivation of language development in the early childhood years and could nursery school provide to these children skills required for a successful school start? The research was conducted with 64 children at the ages three and three-and-a-half years. Thirty-two children had a normal language development /educated parents/ and thirty-two were language-deprived /uneducated parents/. Language development was investigated at three-, five-and-a-half and seven-and-a-half years of age. Three-year olds acquired language skills in play, at five- and seven-and-a-half through their own activity /interpretation of pictures, use of logical thinking, observation of a specific presence/.

The fourth stage of the research dealt with the content of the so-called "integrated day" at school. It was organized by the pedagogical

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faculty of Leister University /I. Allen, K. Douet, M. Gaff, E. Grey, C. Griffiths, N. Ryall and E. Tone/ in 1973-1975. The teachers visited village and town schools of the county and submitted a report on these visits to the study group /both grades of nursery and primary school were visited/. In the second year of the research the study group had collected the findings with the aim of publishing a book for teachers. They investigated the planning of educational-teaching work in the class, physical condition of school buildings, organization of work, headmaster´s role, form-master´s programme, children in the course of the integrated day, relations in the first and second grade of school, cooperation with parents and suggestions for planning work and its content in the future.

Conclusions: There exist many types of programmes of the working day at school. The best are vertical groupings and transitional classes, as well as group teaching which is most suitable for the mental, social and language development of five- to six-year olds and seven- to eight-year olds. The experimenters also include in their conclusions the characteristics of requirements placed on buildings, equipment, methods of teachers´ work and children´s qualities and knowledge, as well as parents´ cooperation involved in this type of a school working day. The experimenters state that the integrated day constitutes a beneficial means of developing language skills. They also include in their paper a review of publications recommended for complementary research in all four stages of the research in language enrichment of preschool-age children.

78. JOHNSON, H.W.: Preschool Test Descriptions: Test Matrix and Correlated Test Descripters.

Springfield, Charles C. Thomas 1979.

Reviewed in: The Personnel Guidance Journal, 58, 1979, No. 3.

The author deals with the problem of selection of relevant tests, use of subtests, scoring and approval of complementary descriptions of a hundred and thirty test descripters.

79. KARLAVARIS, B. - KASTORI, M. - ACIGAN, S.: Vizualizatsiya nekih poymova kod detse predshkolskog uzrasta. /Visualization of some concepts in preschool children./

Predshkolsko dete, 1979, No. 1-2, pp. 127-146. 12 refs.

The authors investigated children at the ages between three to seven to find how children represent some selected situations and concepts /processes, natural phenomena, sounds, emotions, social phenomena/. They analyze the children´s drawingsin individual age groups to demonstrate how children develop at that age. The work is complemented by 12 reproductions of children´s drawings.

80. KRIŽIKOVÁ, E. - REPÁKOVÁ, Z. - VESELSKÁ, K.:
Vplyv niektorých ukazatel´ov rodinného a jasl´ového prostredia na vývin dieťaťa. /The influence of some factors of family and creche environment on child development./

Predškolská výchova, 33, 1978-79, No. 7, pp. 192-197.

4 tables, 5 photographs, 8 refs.

This is a report on the research in the developmental level of crèche children. It was conducted with 257 children in 15 crèches in Bratislava. The principal method of evaluation was Schmidt-Kolmer and Zwiener scoring scale, where every three months of the child´s age fifty-four key tasks were tested. Further data were obtained through questionnaires completed by parents and crèche nurses.

Only children, children without siblings, performed better . Higher education of mothers correlated with a higher level of children´s performance in fulfilling control tasks. Children who had gone to the crèche for longer than three months performed best. A relatively long stay in the crèche /16 - 30 months/ affected achievement negatively. Smaller rooms were more suitable for the motor development of younger toddlers. Language development was also more positively affected by a smaller number of children /less than eight/ in the group of younger toddlers.

Similar results were also achieved in international research in Moscow, Leipzig and Bratislava in 1975. It is possible to derive some conclusions from the data available: the most suitable age for the child to come to the crèche is after the 18th month of age and it should not stay longer in the crèche than nine hours per day. Young parents should be professionally and intensively prepared for the education of their children. The crèche personnel should pay an increased attention to children with more siblings and a lower socio-cultural level.

81. MATHIES, J. - CAUZINILLE, E.: *Stratégies de découverte d'une propriété ou d'un objet par des enfants de 6-7 ans.* /The strategy of discovering a property or an object by six- to seven-year olds./

Enfance, 1979, No. 1, pp. 31-45.
5 tables, 10 refs.

This is a scientific study summarizing the results of an experimental investigation of 62 children. The experimental material was a set of eight dolls with different signs with respect to the length of hair, patterns of garments and types of clothes. The children were set assignments of manipulation with the dolls, in which it was necessary to recognize the properties of an object on one hand, but they also saw the object as a specific entity on the other hand. The results were numerically expressed, statistically processed and their comparisons were made.
The results indicate that identification of objects as an entity is more difficult for the children than identification of properties. The strategies

used by the children in solving both assignments demonstrate certain joint features; yet, they will require further research.

82. MAUER, R.A.: Young Children´s Responses to a Physically Disabled Storybook Hero.

The Exceptional Children, 45, 1979, No. 5, pp. 326-330.
1 table, 12 refs.

The objective of the study is to show how preschool children, both physically disabled and normal, respond to a physically disabled storybook hero, to what an extend they identify themselves with him, if they choose the hero for their friend and how this choice is influenced by the children´s sex. For the sake of this research, the reader´s identification was defined as the answers of the subjects to the direct question: "Which boy do you like?" The questionnares were divided into two groups of subjects: from four to seven years of age /according to sex, race and socio-economic status/. One group was made up from physically disabled children /with orthopaedic defects/, the other from normal children. Charlotte Zaletow´s book for children My Friend John was chosen for the experiment. It was conducted with 127 children from schools in Nassau county and in New York. The author presents in his paper a review, methodology and results of the research.

The results are analyzed in a table. The author suggests to use the results of the research for the education and treatment of disabled children by means of suitable literature. It was found that most disabled children had little self-confidence. The normal boys identified themselves with the normal hero, however, they preferred friendship with the disabled hero, while normal girls refused him as a friend. The disabled boys were less willing to identify themselves with the disabled hero than the disabled girls and preferred friendship with the normal hero. The author of this paper also discusses the importance of the teacher's role in educating disabled children in nursery and primary school.

83. NEPOMNYASHCHAYA, N.: Rol doshkolnogo vozrasta v psikhicheskom razvitii rebyonka. /The role of preschool age played in the child's mental development./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 42-45.

The national-scale approach to research in the child's mental development and the application of the systems approach to the research facilitate to determine and to carry out an analysis of the dominant components of the psychological structure of the personality. Contemporary research discovered and defined three components designated as "value", "general structure of activity" and "organization of the subject-related content of consciousness". The types and level of the development of these generalized psychological structures determine the principal characteristics of specific activities, especially intellectual and learning.

The results of experiments show that the specific formation and further development of generalized components of the psychological structure of the personality take place at preschool age. The level or the type of components of personality structure endure in many cases also in senior school-going age or even in adolescence. In that period development takes places under the influence of knowledge acquisition and acquisition of skills in teaching. Also the principal personality structures on which the mechanisms and success of intellectual activities depend remain without change with respect to essential factors /it is only their content and amount that change/. The purposeful formation of higher types and levels of the psychological structure of the personality is possible. When defining relevant pedagogical situations, they should be based on an analysis of the genesis of existing components. Such formation should be started as early as in the preschool period and it actually may constitute the principal objective of children's education and teaching.

84. Pamyati O.I. Solovyevoy. /To commemorate O.I. Solovyevova./
Doshkolnoye vospitaniye, 1979, No. 3, p. 91.

This is an article written to commemorate Olga Ivanovna Solovyevova, who died at the age of 77 years on 4th February, 1979. She was the author of many publications and essays. She especially dealt with the methodology of language development. She was the co-author of the Curriculum of educational work in nursery school, prepared a methodological handbook for preschool facility headmistresses. She was the chairwoman of the section on preschool education of the tuition-methodological council of the ministry of school education of the R.S.F.S.R., member of the commission on preschool education of the ministry of school education of the U.S.S.R. She was also engaged in the education of pedagogical personnel trained for preschool education. She was a lecturer in Moscow correspondence pedagogical institute, lectured in courses of the Central institute for teachers' further education, chaired over discussion meetings and seminars attended by preschool educators of the R.S.F.S.R.

85. SIMOUNET, C.: Influence de l'apprentissage de la lecture sur la dissymétrie latérale d'une conduite de reconnaissance visuelle. /The effect of learning reading on lateral dissymmetry in visual recognition./

Enfance, 1979, No. 1, pp. 47-57.
8 tables, 10 refs.

This is a scientific study summarizing the results of investigations of 120 five-year old children and 120 seven-year old children. The experimenters investigated what were the effects of reading habits on lateral dissymmetry in assignments of identification of geometrical figures. The research results indicate that the study of lateral dissymmetries in visual recognition should be based on a preceding analysis of individual performances, for their great diversity overshadows the actual research problem.

86. VENGER, L.: O formirovanii poznavatelnikh sposobnostey v protsesse obucheniya doshkolnikov. /On the formation of cognitive skills in teaching preschool-age children./

Doshkolnoye vospitaniye, 1979, No. 6, pp. 36-39.
5 refs.

In the year 1976, the laboratory of the psychology of preschool-age children of the scientific research institute of preschool education of the Academy of pedagogical sciences of the U.S.S.R. started research in cognitive abilities, their psychological characteristics and conditions of their formation in preschool children in the process of preschool teaching. Preschool teaching has, so far, focused on the acquisition of knowledge, skills and habits, however skills have been developed only spontaneously and have become only the by-product of teaching. The research is designed to demonstrate the possibilities of a purposeful formation of cognitive skills in the process of public pre-school education and to outline the main mechanisms of their formation.

A formative experiment is used for the investigation, i.e. an experiment designed to form in children those qualities which are assumed to be the basis for cognitive abilities.

The content of the experimental occupation were tasks prescribed by the curriculum of educational work, but the forms and methods of work were principally changed. Learning is of a complex character, links are established between various methods of occupations and activities, forming in children their perceptive and intellectual activities. This is clearly reflected in the sphere of formation of intellectual activities where general principles of modelling are applied to various methods of activities and various methods of occupations are carried out with continuously increasing the level of demands.

The main content of occupations is a system of tasks specially oriented on learning perceptive activities /of general and special type/ and modelling activities. Teaching achievements are systematically recorded and the level of sensory

and intellectual abilities is periodically investigated.
The experiment started with three-year old children in the year 1976 and it is planned for four years. Its results will be evaluated on completion of this period. The findings stemming from psychological research, however, cannot be immediately introduced into practice. They may serve as a basis for developing new methods of teaching and education. Some more, complementary, research will be required in this respect.

87. ZAPOROZHETS, A. - KOMAROVA, T.: Pedagogicheskiye i psikhologicheskiye problemi doshkolnogo detstva. /Pedagogical and psychological problems related to preschool age./

Doshkolnoye vospitaniye, 1979, No. 11, pp. 45-48.

Recent research carried out in the Institute of preschool education of the Academy of pedagogical sciences of the U.S.S.R. confirms that the psychofyziological potential of children of early and preschool age is not fully realized with the existing forms and methods of preschool education. The experimenters of the laboratory of physical education are looking for effective methods resulting in the reinforcement of children's health based on a scientifically grounded system of becoming hardy and locomotive games.
The latest experiments carried out by L.A. Venger and N.N. Poddyakov contributed to the practice

of preschool education by a new content and methods focused on the formation of cognitive and artistic skills /general and special/.

The laboratory of language development deals with questions of teaching the Russian language to the oldest children in nursery schools not using Russian as their teaching language.

The laboratory of moral education investigates the whole complex of influences determining the formation of the child´s moral qualities. These are the critical evaluation of verbal and edifying methods and the specification of such an organization of life as would enable children to observe moral standards in practice. In relation to this objective , the laboratory researchers will have to develop a system of working education which will be fully coordinated with the work of school.

The laboratory of aesthetic education investigates the influence of works of art, nature, social life, radio and television broadcasts, children´s independent artistic creativity on their aesthetic and moral development. Its researchers look for a system of methods focused on building up the child´s aesthetic experience and on forming its independent activities in various modes of artistic creativity.

Several theses have been developed in the institute dealing with the topic of child play; their results will be published. It is further necessary to investigate how to perfect the methods of controlling child play, to draw up scientifically grounded psychologico-pedagogical requirements placed on toys.

The experiments conducted in the laboratory of early childhood indicate that as early as in the first two years of the child's life there exists a great developmental potential which, however, does not progress spontaneously. The laboratory researchers have already defined pedagogical conditions resulting in the transformation of the child's principal orientation responses to more complex cognitive activities.

The laboratory of family education deals with coordination between public and family education. Nursery school should systematically and in a well-organized manner contribute to the raising of parents' standard of pedagogical knowledge. The laboratory researchers carry out experiments of socio-pedagogical nature, investigate the influence of the family on the child's development. New methods of the education of preschoolers in the family have been summarized in the publication Vospitaniye Doshkolnikov v Semye /The education of preschoolers in the family/, Moscow Prosveshcheniye 1979.

88. ZOBERMAN, N.: Psychologie et pédagogie par objectifs. /The psychology and pedagogy of objectives./

L´Education enfantine, 1978, No. 2, pp.17-18.
1978, No. 3, pp.17-18.
1979, No. 4, pp.21-22.
1979, No. 5, pp.19-20.
1979, No. 6, pp.19-20.
1979, No. 7, pp.21-22.
1979, No. 8, pp.17-18.
1979, No. 9, pp.19-20.

This is a theoretical study serialized in the journal; it presents the scientific justification of the contemporary concept of educational work and pedagogical approach in French nursery schools. The pedagogical system is based on the child´s psychology.
As regards psychological problems, the author turns her attention to the child´s concept of time, its formation in activities and their integration into the educational programme.
As regards pedagogical problems, the author deals with children´s preparation for school and its position in the overall concept of nursery school. She further deals with the application and some consequenees of Piaget´s theories to nursery school activities.

2.3 History

89. BORSHANSKAYA, B.: Vospitatelyu - o N.K.Krupskoy. /Information for nursery school teachers - about N.K. Krupskaya./

Doshkolnoye vospitaniye, 1979, No. 2, pp. 69-70.

This is information about seminars organized for teachers to get acquainted with the work of N.K. Krupskaya. The plan of seminars prepared by the municipal section of the Pedagogical society for the study of N.K. Krupskaya's work contains topics such as: N.K. Krupskaya, prominent political and public worker, founder of the Soviet system of national education and Communist education; N.K. Krupskaya on the importance of education of preschool-age children; N.K. Krupskaya on aesthetic education; N.K. Krupskaya on the unity of family and public education; cooperation of nursery school and family; N.K. Krupskaya on the pedagogical and technical personnel of nursery school.

Pedagogical schools also deal with the work of N.K. Krupskaya. They found Halls of N.K. Krupskaya, best pupils associate in lecturing groups to visit crèches, nursery schools or parents and lecture on the work of N.K.Krupskaya. Teachers are authors of methodological essays on N.K. Krupskaya and organize theoretical conferences.

90. CHESHEVA, S.: *Tsennoye naslediye.* /Valuable heritage./

Doshkolnoye vospitaniye, 1979, No. 11, pp. 84-86.

This article was written to commemorate Lydia Ivanovna Mikhaylova, the wife of a well-known musical composer and theoretician of musical education of preschool-age children, N.A.Metlov. As a nursery school musical teacher she had tested and introduced into practice new trends in the methodology of musical education. She was the author of many musical plays, dramatizations, introduced listening to music into the practice of nursery school, application of musical accompaniment to physical education, playing on musical instruments, children orchestras.
She wrote 90 works devoted to the musical and physical education of preschool-age children.

91. DRIDZO, V.: *O Nadezhde Konstantinovne Krupskoy.* /On Nadezhda Konstantinovna Krupskaya./

Doshkolnoye vospitaniye, 1979, No. 2,
pp. 44-47.
6 photographs.

This is a brief biography of N.K. Krupskaya.

92. FROLOVA, O.: *N.K. Krupskaya o teoreticheskikh osnovakh vospitaniya.* /N.K. Krupskaya on the theoretical foundations of education./

Doshkolnoye vospitaniye, 1979, No. 2, pp. 39-41.

As the Head of the pedagogical section of the State scientific council of the ministry of national education and the editor of several pedagogical journals, N.K. Krupskaya focused scientific research on the sphere of general and preschool-age pedagogy. She considered it necessary to select from the theory of the past all that was valuable and could be used in the Soviet pedagogy. She pointed out to the basic difference between the system of national education in the U.S.S.R. and the bourgeois systems. She developed some pedagogical problems viewed from the Marxist point of view, such as objectives, essence and laws of education, formation of personality, personality and a collective, relation between education and tuition, moral, working, polytechnical, aesthetic education and the like.

Her idea of the decisive role of education in personality development is related to her concept of education as a broad social category linked with economy and politics. Even though she conceived personality as a social phenomenon, she also took into account the physiological foundations and biological conditions of the development of organism, especially of the child's nervous system.

She recognized heredity, but fought against fatalism in education.

93. GILABERT, H.: Relire Jean-Jacques Rousseau. /Let´s read again Jean-Jacques Rousseau./

L´Ecole Maternelle Française, 1979, No. 9, pp. 17-28.

The author points out to the importance of Rousseau´s work in the sphere of philosophical, political and pedagogical thinking. He acquaints the reader with his ideas expressed in the works Confessions, Du contrat social, Émile, on education. He also summarizes Rousseau´s work as a whole, recalling important events that had taken place during his life. In conclusion, the author recommends the reading of his books for their depth, powerfulness and beauty of thoughts.

94. HUTH, H.: Werkstatt für psychisch Behinderte und Museum unter dem gleichen Dach. /A workshop for mentally handicapped and a museum under the same roof./

Der Schweizerische Kindergarten, 69, 1979, No. 4, pp. 187-189.
1 photograph, 1 fig.

The author of the famous, not exactly model figure "Struwwelpeter", Heinrich Hoffman, was also the founder of modern psychiatry. As a physician in an asylum, he introduced new methods of treatment: through work, play, entertainment, cultural programmes, etc. He also created this well-known

figure for his son, wrote satire, poems, short stories.
In the year 1977, H. Hoffman Museum was founded in the house where there was a workshop for mentally handicapped people. Various editions of his Struwwelpeter are also on display in the museum.

95. ILYIN, I.: *Zhizn, otdannaya detyam.* /A life devoted to children./

Doshkolnoye vospitaniye, 1979, No. 10, pp. 55-58.
1 photograph.

Natalya Alekseyevna Vetlugina, doctor of pedagogical sciences, celebrated her 70th birthday in the year 1979. She started her pedagogical career as a nursery school teacher, later on she became a music teacher and a lecturer at a pedagogical school, At that time, she graduated from a musical college and started to read for her scientific degree in the newly founded Academy of pedagogical sciences in 1944. She specialized in the theory of aesthetic education in the Institute of the theory and history of pedagogy at the Academy of pedagogical sciences. In 1960, when the Institute of preschool education of the Academy of pedagogical sciences of the U.S.S.R. was founded, she became the Head of the laboratory of aesthetic education. She defended her doctoral thesis in 1967. She was the author of many publications, out of which the System of aesthetic education and Artistic creativity and the child were awarded the first prize by the Academy of pedagogical sciences. She also prepared the Musical primer, wrote books on the Musical development of the child, Aesthetic education at nursery school, Methodology of musical education, Anthology of Soviet children's songs /1917-1957/. Many of them were translated into foreign languages. She also prepared ten collected volumes of songs of various nations, among them also Bohemian, Moravian and Slovak songs.

96. KANNER, L.: *Child Psychiatry.*
4th edition.
Springfield, Charles C. Thomas 1979.
Reviewed in: The Personnel and Guidance Journal,
58, 1979, No. 1.

The author discusses the history of child psychiatry, presents a review of clinical considerations and problems related to personality, stemming from somatic illness, as well as psychosomatic deviations and behaviour problems.

97. *N.A. Leontyev.* /N. A. Leontyev./

Doshkolnoye vospitaniye, 1979, No. 3, p. 95.

This article was written to commemorate Aleksey Nikolayevitch Leontyev. He was a close co-worker of L.S. Vygotski, whose work he developed further and became one of the founding scholars of the Soviet psychological science. He started his scientific career as a child psychologist. Research in child development brought Leontyev to significant theoretical discoveries which affected all psychological disciplines and laid foundations for the application of new methods in pedagogy. He demonstrated that the principal condition for developing the child's personality is its activities and contacts with adults. He supported the theory of dominant activities, which is of a decisive importance for mental development in individual stages; it is play at preschool age and learning at school-going age.

Leontyev's concept of child development is very optimistic. He lays emphasis on the great power of education which can build up in every child a well-developed personality and a broad spectrum of creative abilities.

98. LOGINOVA, V.: *Problemy metodiky razvitiya rechi v trudakh K.D. Ushinskogo.* /Problems of language development methodology in the work of K.D. Ushinski./

Doshkolnoye vospitaniye, 1979, No. 1, pp. 40-42.

Ushinski's historical merit lies in his laying emphasis on the necessity of building up oral language before teaching reading and writing. The mother tongue is the main source of an all-round development of the child's mental powers. Language reflects the hundred years' old experience of national life. From this, Ushinski derives the following: 1/ it is mother tongue - not a foreign one - that takes the principal place in the child's life, 2/ language development constitutes a long-term process of acquiring the language of the nation. He puts forth three principal objectives in his methodology: 1/ to develop language and mind; the most suitable means is the method of object teaching; 2/ to develop the ability of logical thinking; 3/ to acquire grammar. Attention should be focused simultaneously on all three goals. The practical implementation of these principles is elaborated in the book the Native word. Even though the content of the book has become obsolete, the structure of setting assignments may serve as a model book for children and it reflects the principle of developing teaching.
Ushinski laid emphasis on the necessity of developing language in early childhood.

99. MÜLLER, O.: Was sagt uns Pestalozzi heute?
/What does Pestalozzi tell us today?/

Der Schweizerische Kindergarten, 69, 1979,
No. 4, pp. 189-193.

The author discusses mainly Pestalozzi's philosophical views. He points out to his active belief in man, love of people, especially children, his willingness and need to help them.

100. MÜLLER, O.: Was sagt uns Pestalozzi heute?
/What does Pestalozzi tell us today?/

Der Schweizerische Kindergarten, 69, 1979, No. 7/8,
pp. 383-386, 397. Finished.

Pestalozzi's transition to pedagogy was a natural result of his efforts to look for help to poor people in their own resources. He believed that education would help people to solve in a correct and dignified manner tasks stemming from social relations. He considered education and tuition means of influencing adolescents. He compared education with the work of a gardener who saw to it that nothing should stand in the way of natural development. All pedagogical principles should be natural; the laws of physical and mental development should be discovered and respected. He was against premature learning, reading and abstraction.

101. Aus der Geschichte des Schweizerischen Kindergartens. /From the history of the Swiss nursery school./

Der Schweizerische Kindergarten, 69, 1979, No. 1, pp. 3-5.

This is an excerpt from the publication by Nufer, H.: Kindergarten im Wandel, Frauenfeld and Stuttgart, Verlag Huber 1978.

The first nursery school was founded according to English model in Geneva in 1826. This facility, called school for young children, was probably influenced by Pestalozzi's ideas. Teachers trained by Pestalozzi were employed in another nursery school founded in Zurich in 1830. In the year 1844 there were 127 schools of this type for young children in Switzerland.
First nursery schools founded according to Fröbel's model were opened after 1845. The first public school was opened in St. Gallen in 1870 and in the year 1873, a one-year school was founded there to train nursery school teachers.
A need had arisen to exchange experience between private societies for establishment of nursery schools. This task was taken up by the committee of the association for nursery schools in St. Gallen, thus establishing the Swiss association for nursery schools whose main elements of its structure have been maintained up to this day.
Its main objective was to "support and spread the rational education of young children".

102. PLEKHANOV, A.: Dobrolyubov o pervonachalnom vospitanii. /Dobrolyubov on early childhood education.7

Doshkolnoye vospitaniye, 1979, No. 9, pp. 42-46. 1 photograph.

Dobrolyubov's pedagogical theories, which have not been put to full use yet, also contain his views of early childhood education. Dobrolyubov expressed the idea that man was a social creature and that was why the child could only develop in human society. He stressed the necessity of education equal for all children, regardless of sex and social background. The child should ge given scope for independent behaviour from early childhood; it was only in that way that the child's intellect and will, its character could be developed. Dobrolyubov was opposed to blind obeyance, yet in favour of a reasonable guidance of the child on the part of adults. Contrary to the then official pedagogy, he demonstrated that the child was able of a rational evaluation of its behaviour. He refused traditional images of children's irrationality, their vulgarity and cynism. One of the important objectives of early childhood education should be to teach the child to perceive objects and processes; this results in the necessity of sensory education. The theory of intellectual education as an active interaction of all mental processes mantaining the dominant position of thinking has been recognized by the Soviet psychology. The article is complemented by Dobrolyubov's essay on the importance of authority.

103. RUŽIČKOVÁ, H.: A.S. Makarenko stále živý.
/A.S. Makarenko still alive./

Predškolská výchova, 33, 1978-79, No. 7, p. 198.

This is an essay to commerate the 40th anniversary of his death. One of the most important theories of A.S. Makarenko on education "of a collective by a collective for a collective" stemms from the belief that collectivism constitutes a character trait of the Soviet man. It develops the individuality of the socialist man by developing its own individuality simultaneously with fulfilling the objectives of the collective. The theory that the collective should set up to itself positive long-term objectives confirms also in pedagogy the humanistic essence of socialism and the principal trends of the socialist society which will never satisfy itself with what has been achieved, but will continue to set to itself ever higher goals.

For the above reasons, Makarenko's principles and the essence of his theories and practice are fully in agreement with the requirements of socialist education.

104. ULRICH, A.K.: Die Geschichte der Kindheit.
/The history of childhood./

Der Schweizerische Kindergarten, 69, 1979, No. 4, pp. 181-186.
1 photograph, 1 fig., 5 refs.

Recently, the theory has become recognized that the condition in which the younger part of the population finds itself has a historical development of its own. The author of this paper characterizes some books written by contemporary French, American and German authors who deal with the history of childhood.

105. VOLGIN, A.: N.K. Krupskaya o vsestoronnem razvitii i vospitanii detey doshkolnogo vozrasta.
/N.K. Krupskaya on the all-round development and education of preschool-age children./

Doshkolnoye vospitaniye, 1979, No. 2, pp. 47-50.

As a pedagogue-Marxist, she laid emphasis on the necessity of establishing a network of preschool facilities. She linked the practical solution of this objective with the achievements of the socialist system. She stressed the socio-pedagogical role of preschool education.
Successes in education could only be achieved by the combination of family and public education on condition that both would continue to be perfected.
A collective is not only the prerequisite for educating a collectivist, it is also the prerequisite of an all-round development of

the personality. Moral education should be stressed from very early childhood: to develop the sense of comradeship, friendship between children of various nationalities. Intellectual education and language development are determined by the correct functioning of sensory organs. This fact leads to the requirement of sensory education. Aesthetic education is necessary for the harmonious development of the personality. It has available means such as art activities, music, dance. Play constitutes the principal activities of preschool-age children and their ways of getting acquainted with the surrounding world.

N.K. Krupskaya required from an educator that he or she should have a command of psychology, pedagogy, should know the laws of development and formation of child personality.

2.4 Comparative studies

106. KOPCZYŃSKA-SIKORSKA, J.: Wybrane zagadnienia z problematyki auksologicznej. /Selected problems from auxology./

Wychowanie w przedszkolu, 1979, No. 12, pp. 598-600.

This is the fourth continuation of the series of articles in which the author deals primarily with the question of the child's biological age and the criteria of its evaluation. She recognizes four grades of maturation in the child's biological age: skeletal, dental, morphological and sexual.

2.5 Scientific conferences and symposia

107. A l'occasion de l'année internationale de l'enfant. /On the occasion of the International Year of the Child./

L'école maternelle française, 1979, No. 8, pp. 17-32.

A team of authors prepared material for the International Year of the Child which, in addition to the introduction, contains an excerpt from the Declaration of the Rights of the Child, facts on children's work in the world, problems with placing children in preschool facilities and a report on a U.N.E.S.C.O. inquiry into school failure.

108. Diskussionsbeiträge vom VIII. Pädagogischen Kongress der DDR. /Discussion contributions from the VIIIth Pedagogical Congress of the German Democratic Republic./

Neue Erziehung im Kindergarten, 30, 1979, No. 1, pp. 4-6.

These are two contributions as read at the congress. The authors present their experience with cooperation between the pedagogical staff of a combined facility crèche-nursery school and the personnel of an after-school facility.

They stress the necessity of mutual acquaintance and the unity of educational efforts facilitating the child's easier transition from one facility to the other.

109. ENGEL, D.J.: Looking Into Children's Television. Generalizations from Address to ECEC Conference.

Early Childhood Education, 12, 1978/79, No. 1, pp. 7-8.
3 refs.

It follows from the discussion papers presented at the ECEC Conference held on 28th October 1978 in Calgary that specialists demonstrate increased interest in the quality and quantity of television programmes designed for children. Today there are many children that watch television programmes hours on end regardless of their content. The author of this paper, professor at the department of teaching technology at Albert University in Edmonton, proposes three main items which should be included in routine research.

1/ To carry out routine research into television investigating the effects of television on the child, its socialization effects and the effects of television watching on behaviour in the family /Canada/. A survey carried out by the university in Alaska investigates the social and behavioural effects of the introduction of television broadcasting in remote villages. The researchers of the university in British

Columbia found that children who did not watch television programmes performed better in reading.

2/ To present current information about the effects of watching television programmes for children and adolescents and their evaluation in popular press /Reader's Digest, Newsweek, Homemaker/. There exist instructive books how to make popular programmes for children /M. Winn: The Plug-In Drug, A. Berger: The TV Guided American, T. Galanoy: Down the Tube/.

3/ To encourage the interest of parents, teachers and public in TV programmes for children. To point out to producers good and bad programmes. An international information centre for television research has been established at the pedagogical faculty of Albert University. It is involved in data collection concerning research in the effects of television on children and adolescents. In the future, the centre will make available to all specialists and educational workers data on the research findings and will currently organize these investigations.

110. GILMANT, L.: 1979 - Introduction à l´année de l´Enfance. /The International Year of the Child 1979./

L´Ecole maternelle belge,

1978-1979, No. 3, pp. 97-101.
No. 4, pp.145-150.
No. 5, pp.193-199.
1979-1980, No. 1, pp. 1-10.
No. 2, pp. 49-56.

In the first article of the series entitled Introduction to the International Year of the Child, the reader will learn why the Organization of the United Nations declared this important world event. The author further discusses heredity and environment as the main determinants of child development from its birth /No. 4/, problems related to education, especially language education, of children living in single-parent families /No. 5/, educational components in nursery school and preparation for school attendance /No. 1 of following year/, school and health and social organizations entrusted with care of children´s population /No. 2/.

111. HELUS, Z.: Realistická literatura, její pojetí a úloha v životě dítěte. /Zamyšlení nad XVI. kongresem IBBY./ / /Realistic literature, its concept and role in children´s life. A reflexion on the XVIth IBBY Congress./

Zlatý máj, 23, 1979, No. 3, pp. 139-144.

The XVIth IBBY Congress attended by approximately 400 delegates from about 40 countries was held in Würzburg /Federal Republic of Germany/ on 23rd to 28th October, 1978. Czechoslovakia was represented by a nine-member delegation. The main agenda of the Congress was specialized discussion and exchange of experience concerning the topic: Modern realistic literature for children and adolescents. Ten extensive papers were delivered at the Congress designed to analyze the problem of realism in children's literature both from the viewpoint of literary science and psychological, sociological factors, personality formation and socialization of man for life in a world offering unlimited hopes, yet also evoking fear of endangering the physical and moral existence of future generations. The author of this article characterizes in detail most of these papers.

112. YEGARSHEVA, V.: Tribuna peredovogo opyta. /Forum of best experience./

Doshkolnoye vospitaniye, 1979, No. 8, pp. 39-42.

The author reports on pedagogical readings in Moscow. Pedagogical readings on the topic of the All-Round Development of the Personality of the Preschool-Age Child constituted the final stage of district pedagogical readings which were held in all Moscow districts in the years 1977-1978. As planned, a paper on the Comprehensive approach to the education of preschool-age children was delivered. The other 37 papers were delivered in seven sections made up from preschool facility headmasters, teachers working in departments for children of early, junior, middle and senior ages and in preparatory classes, in special nursery schools, music teachers and chairmen of trade union organizations. The pedagogical readings confirmed that from year to year the requirements placed on generalizations of best experience had grown; they should be based on the latest findings of the pedagogical science. A great attention was devoted to fostering patriotic feelings, including encouragement of children's interest in nature, people's work, folk art, music, etc. Pedagogical collectives endeavoured for a comprehensive approach to child personality formation and laid emphasis on the extensive potential of the various uses of play.

Other pedagogical readings dealt with the preparation of children for school and language development.

The teachers of special schools participated in the pedagogical readings for the first time; they discussed the possible uses of musical and art education.

All papers were interlinked by the idea of the necessity of tackling educational questions together with parents.

Experience with organizing the socialist competition movement was discussed in the section of trade union organizations chairmen.

113. KRÁLÍČEK, J.: Pedagogické dni Jána Nálepku.
/Jan Nálepka Pedagogical Days./

Predškolská výchova, 34, 1979-80, No. 3, p. 75.

The author reports on Ján Nálepka Pedagogical Days held in 1979 under the slogan "For Communist education of the young generation". This subject also reflected in pedagogical readings, some of which also dealt with preschool education: R. Holbová: World outlook education as part of the educational and teaching process in nursery school, D. Frýdová: Education to socialist patriotism in relation to the new content of educational work in nursery school, L.Pavrovská: Uses of patromage in the educational and teaching work in nursery school, E. Zombeková: How I foster elements of socialist patriotism and proletarian internationalism in five- to six-year old children.

114.KUZINA, V.: Deti - zavtrashniy den nashey planety.
/Children - the tomorrow of our planet./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 6-7.
5 photographs.

This is a report on the meeting of public workers, writers, creative artists, musicians and pedagogues from 22 countries on the occasion of the International Year of the Child in Moscow. The major papers were presented by A.L. Bartova, who discussed books as means of moral education; L.K. Balyasnaya, deputy minister of school education of the R.S.F.S.R., described the activities of national education and cultural authorities aimed at children's welfare; N.A. Vetlugina, doctor of pedagogical sciences, acquainted the delegates with the contemporary theory of easthetic education as applied in nursery school.

In conclusion, the delegates adopted an appeal to writers, creative artists, pedagogues and the international public asking them to educate children in the spirity of humanity, to fight for children's rights as proclaimed in the Declaration on the Rights of the Child and to fight for peace which is the principal condition of the hapiness of children and the whole mankind.

115.LEQUEUX, P.: *Le congrès national des écoles maternelles.* /The national congress on nursery school./

L'Education enfantine, 1979, No. 2, pp. 13-16.

The author reports on the congress held in Nantes on 25th - 28th June, 1979. Its agenda dealt with the Child, its roots and bringing it to this world. The congress was attended by over 2.400 delegates who worked in several sections. An exhibition on the same topic was organized on the occasion of the congress.

116.MARYANOVICH, A.: Stvaralashtvo, igra i vaspitanie predshkolske detse. /Creativity, play and education of preschool-age children./

Predshkolsko dete, 1979, No. 1-2, pp. 3-33.

This is the major paper as delivered at the symposium on creativity in early childhood held in Chachko in Yugoslavia on 9th-10th October, 1978. The author critically comments on some pedagogical theories and focuses her attention on the role of play in the development of various features of child personality as well as in the development of relations in child collective.

117.MARTINEZ, G.: Réve et réalité. /Dream and reality./

L'école maternelle française, 1979, No. 3, pp. 17-28.

The author reports on an exhibition held on the occasion of the AGIEM Congress in Poitier. Its concept was inspired by the book written by B. Bettelmann: Psychoanalyse des Contes de Fées /Psychoanalysis of fairy tales/. Bettelmann's statements "Fairy tale is the magic mirror of our mentality: and "The child's world is not a world of reason, but a world of desire" serve as the mottoes of individual chapters. The author of this paper bases her interpretations on Bettelmann's book; she discusses children's phantasy and the meaning of fairy tales. She analyzes them from the psychoanalytical point of view and characterizes their reflection in children's behaviour.

118. MICHELET, A.: Le jeu, le jouet, médiateurs entre l'enfant et la civilisation. /Play and toy, mediators between the child and civilization./

L'Education enfantine, 1979, No. 3, pp. 13-15.

The author reports on the congress organized by the International Council for Children's Play /ICCP/ . It took place in Sèvres on 4th-8th September 1979 and was attended by representatives from 21 countries who worked in 15 sections. An interdisciplinary approach was applied to the discussion on toy, comprising pedagogy, psychology, sociology and economics.

119. Nach dem VIII. Pädagogischen Kongress. /After the VIIIth Pedagogical Congress./

Neue Erziehung im Kindergarten, 30, 1979, No. 1, pp. 1-3.

This is a report on the discussion meeting of the editorial staff of the journal with preschool education personnel from Dresden district concerning their impressions of the VIIIth Pedagogical Congress of the G.D.R. held on 18th to 20th October, 1978. The delegates appreciated the recapitulation of promising results achieved in the process of education and teaching in preschool facilities and the general creative working atmosphere.

They pointed out the specificity of the new objectives as set up by the Congress delegates, their demanding nature and the responsibility of every individual for their implementation.

120. Před kongresem. /Before the Congress./

Zlatý máj, 23, 1979, No. 6, p. 351.

This is a detailed report on the preparation of the 17th IBBY Congress to be held in Prague on 28th September to 3rd October, 1980. The agenda of the Congress will deal with the topic: The book in the life of young children /tradition-the present-prospects/. The following topics were defined to be discussed on individual working days of the symposium:

1. The child of today and its relation to the book /psychological and sociological aspects/.
2. Transformations of the children's book of today /literary theoretical, editorial aspects/.
3. Basic creative principles related to the creation of books designed for young children /views of authors and illustrators/.
4. The role played by a mediator in working with the book /experience from methodological work with children's readers/.

121. S Bohumilem Říhou před XVII. kongresam IBBY. /Talking with Bohumil Říha before the XVIIth IBBY Congress./

Zlatý máj, 23, 1979, No. 5, pp. 259-261.

This is an interview concerning the preparation of the XVIIth IBBY Congress to be held in Prague on 28th September to 3rd October, 1980. The organizing committee, specialized commission and secretariat of the Society of friends of books for youth are responsible for the organizational preparation of the Congress. They also prepare the agenda of the symposium which will deal with the topic: The book in the life of young children.

122. SAWICKA, A.: Krajowa konferencja dyrektorów studiow wychowania przedszkolnego. /The regional conference of directors of preschool education centres./

Wychowanie w przedszkolu, 1979, No. 10, pp. 510-514.

This is a detailed report on the scientific conference held to discuss innovations in didactic work, problems related to the integration of contents of investigated subjects. The conference delegates devoted a lot of attention to the integration of pedagogy, psychology, biomedical foundations of science and the like.

123. SZERENGSESOVÁ, J.: Celoslovenská konferencia o predškolskej výchove. /Slovak national conference on preschool education./

Predškolská výchova, 34, 1979-80, No. 4, pp. 89-91.

3 photographs.

This is a report on the proceedings of the Slovak national conference on preschool education held in Banska Bystrica in September 1979, on the occasion of the 150th anniversary of the founding of the first nursery school in Slovakia. Its objective was to evaluate the work done in the field of preschool education, especially in the last decade. In addition to delegated nursery school teachers, the conference was also attended by representatives of both ministries of school education, respective local councils, pedagogical research institutes, as well as foreign delegates, representatives of the ministries of school education from the socialist countries and chief editors of preschool education journals. The major paper was delivered by the deputy minister of school education of the Slovak Socialist Republic, Dr. Marta Vlačihová.

Nursery school teachers, foreign delegates, research institute workers took part in the conference discussion. It was concluded by the Head of the department of primary and specialized schools and school facilities of the ministry of school education of the Slovak Socialist Republic, J. Gallo. The conference was followed by an editorial meeting of the journal Predškolská výchova /Preschool Education/, extended by the attendance of representatives of both ministries of school education and foreign delegates. The main item on the agenda was the preparation of an international seminar on preschool education to be held in Prague in October 1980.

3. ORGANIZATION OF PRESCHOOL EDUCATION

3.1 Legislative standards and regulations

124. DROTÁROVÁ, E.: Predškolská výchova podl´a nových zákonov. /Preschool education in light of the new laws./

Predškolská výchova, 33, 1978-79, No. 4, pp. 101-103.

The project of the Czechoslovak system of teaching and education was put on a legal basis on 1st September 1978. The Federal Assembly adopted an Act on measures to be taken in the system of primary and secondary schools, the Czech and the Slovak National Councils adopted Acts on school facilities and on state administration in school education. This federative approach to questions of education and teaching means that they have become the jurisdiction of both national republics. Preschool facilities may also be founded by socialist organizations. Crèches will remain under the administration of the ministry of health care, however, joint crèche-nursery school facilities may be established, to be administered by the ministry of school education. Preparatory classes will be opened for five-year old children that could not be accepted to nursery school. Decrees of the ministries of school education of the Czech and the Slovak Socialist Republics are in preparation designed to modify the organizational conditions of preschool facilities, methods of implementation of education and all relevant circumstances concerning the rights and interests of parents and children.

3.2 Types of facilities

125. AHLQUIST, M.: I Lingonet ån forskolan öppen för alla. /School in Lingonet open to everybody./

Förskolan, 62, 1979, No. 1, p. 15.

1 fig.

The "open" nursery school constitutes a centre for children from its near neighbourhood. Attendance is voluntary and irregular. Children participate in games and the programme and acquire experience from collective activities. Fathers also bring their children to the school.

A problem remains financing the facility from the public budget.

126. ALEXYOVÁ, E.: Sté jesle v hl. meste SSR Bratislave. /A hundredth crèche in Bratislava, capitol of the Slovak Socialist Republic./

Zdravotnická pracovnice, 29, 1979, No. 2-3, p. 111.

After the Liberation, there were six crèches with the capacity of 235 places in Bratislava. A rapid development of crèches took place after 1948. There were 68 crèches with 3.238 places in Bratislava in the year 1970. The hundredth crèche was opened in October 1978; the capacity of 5.587 places was achieved, out of which works crèches had 651 places. Twenty-seven percent of the population of 0-3-year old children in Bratislava go to crèches.

127. ANDREYEVA, Ye.: Vnov obretennoye detstvo. /Childhood rediscovered./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 39-40.

This is the history of preschool education in the Byelorussian Soviet Socialist Republic beginning with the year 1944, when its territory was liberated from Nazi occupants. There were 1.316 nursery schools in the Byelorussian Soviet Socialist Republic at the beginning of the year 1941, attended by 64.000 children. Practically all these facilities were destroyed during the war, as well as the pedagogical school for nursery school teachers' training, republic preschool methodological centre, methodological literature.

After the Liberation, it was necessary first to take care of children who had lost their parents. About 60.000 children came back that had been evacuated during the war. There was a pressing need of preschool facilities, for women had to replace men in production who were fighting on the front. The Soviet Army troops and Young Communist League members helped considerably in the reconstruction of children's homes and nursery schools. The reconstruction and building of new children's facilities had become a national-scale movement. Other Soviet republics also helped: Turkman Soviet Socialist Republic, Udmursk and Tatar Autonomous Soviet Socialist Republics, workers of large plants from remote regions and districts. They sent building materials, furniture and agricultural products. By the end of 1945, there were already 486 preschool facilities for 24.000 children. During the thirty-five years that have elapsed since the Liberation, the number of preschool facilities has increased to 3.280; they are attended by 443.000 children. Eighty percent of them are joint crèche-nursery school facilities. Another 75.000 are taken care of in seasonal facilities.

There are two pedagogical schools for nursery school teachers' training and two pedagogical institutes. Seven thousand five hundred teachers have university education.

128. Anna Freud zum Jahr des Kindes. /Anna Freud on the International Year of the Child./

Der Schweizerische Kindergarten, 69, 1979, No. 11, p. 568.

Anna Freud, daughter of Sigismund Freud, has been living in London since 1938. During the Second World War, she founded and ran a colony of children's homes for war orphans. Concerning the International Year of the Child, she expressed her view that responsible politicians should celebrate less, but establish nursery schools instead, with well-trained personnel. Beginning with the second or third year of life, children should start going to nursery school. Twelve, at the most twenty children should be in one group. Governments should establish more pedagogico-psychological counselling offices. This would cost less than the necessity to cope later with the ever increasing number of problem children and adolescent delinquents.

29. ARTEMOV, B.: *Obshchestvennoye doshkolnoye vospitaniye v Chelyabinske.* /Public preschool education in Chelyabinsk./

Doshkolnoye vospitaniye, 1979, No. 4, pp. 34-35.

There are 514 preschool facilities attended by 75.000 children in Chelyabinsk. The construction of new facilities is coordinated by the municipal executive council. Individual plants contribute to their construction according to their needs and possibilities. New preschool facilities are situated near residential areas. According to the proportion of contributions of individual plants, the numbers of children are determined to be placed in preschool facilities. Some facilities, built from combined budgets, are handed over to the administration of the municipal authorities.

The municipal department of national education together with the health care department have developed a comprehensive plan of measures to be taken in the 10th Five-Year Plan to expand the network of preschool facilities, to improve the standards of educational work and care of children's health. The close cooperation of both departments facilitates the raising of the standards of preschool facility activities.

130. BATEKHIN, P.: *Doshkolnoye vospitaniye v Magnitogorske.* /Preschool education in Magnitogorsk./

Doshkolnoye vospitaniye, 1979, No. 3, pp. 27-28.

The builders of Magnitogorsk had to live in tents and ground dug-outs. Today, Magnitogorsk is one of the most imposing towns in the Urals. There are 185 preschool facilities; in some town districts, the facilities can accept all children whose parents wish so.
The preschool facilities employ 1.967 pedagogical workers; 32% of them have university and 65% have secondary pedagogical education. Magnitogorsk pedagogical institute opened a faculty of preschool education in the year 1960.
A great attention is devoted to care of children's health. The department of national education cooperates closely with the health care department. They organize joint inspections of nursery schools. Fifty-six percent children from nursery schools go to schools-in-the-open. Nursery school children learn to swim in the sports facility of the Metallurg Plant.
About 90% children starting primary school have gone to nursery school. Continuity in work of both types of school is secured among other things also by regular meetings of headmasters of both types of schools and teachers of first classes and nursery school teachers working with oldest children. Seventy-one percent

children who have attended nursery school achieve marks of either 1 or 2.

131. BISOGNI, E.: Tutti a scuola a cinque anni? /Everybody to go to school at five?/

Scuola materna, 67, 1979, No. 16, pp. 1001-1010.

A five-year child begins to establish concepts and relationships in the pattern of space and time; the affective and social aspects start developing in the child, and it needs a formative environment which would extend the educational and rearing influence of the family. A "school for the child" with a formative objective and whose programme would not include alphabetisation, would stimulate the process of socialization and offset differences between children from different social strata. The last class of nursery school should become part of obligatory school attendance. A problem remains the specialization of educators and contemporary school structures.

132. BRUSOVA, L.: Obshchestvennoye doshkolnoye vospitaniye v Krasnoyarskom kraye. /Public preschool education in Krasnoyarsk region./

Doshkolnoye vospitaniye, 1979, No. 4, pp. 29-31.

The first nursery school in Krasnoyarsk was opened in the year 1913 for 20 children from privileged families. Today, there are 1.550 pre-school facilities for 170.000.000 children.

The main methodological centre in the region is the preschool education board of the Institute for teachers' further education. Courses and seminars are organized there for all categories of preschool workers. They are differentiated, for example, for headmistresses of big facilities, incomplete nursery schools, facilities belonging to agricultural cooperatives or state farms. The board prepares regularly scientific-practical conferences and pedagogical readings. The generalized experience of Krasnoyarsk region has often been presented at All-Union meetings.

133.BURGUIERE, É.: *La crèche, le jardin d'enfants, l'école maternelle.* [The crèche, kindergarten, nursery school.]

L'Education enfantine, 1979, No. 9, pp. 15-16.

The author's informative article deals with the specific features of individual types of facilities in France. He points out to their diversity and calls for such coordination as would enable the child to pass from one facility to another without difficulty. This would be desirable not only from the child's point of view, but also from the educators' and parents' viewpoint.

134. FRIDRICHOVÁ, E.: Výchovně vzdělávací zařízení v CSSR ve školním roce 1977/78. /Educational and teaching facilities in the Czechoslovak Socialist Republic in the school year 1977/78./

Socialistická škola, 19, 1978-79, No. 1, pp. 26-31.

The author presents statistical figures on the number of nursery schools existing in the C.S.S.R. in the school year 1977/78 and on the decreasing number of children's shelters /nursery schools offer a higher quality educational care to children/. She also presents data on primary schools, grammar schools, secondary vocational schools, apprentice schools and centres and universities and colleges.

135. HABIŇÁKOVÁ, E. - HORŇÁKOVÁ, O.: Cikánske deti v ústavných zariadeniach. /Gipsy children in institutional facilities./

Predškolská výchova, 33, 1978-79, No. 8, pp. 218 - 222.
2 photographs, 3 tables, 11 refs.

The authors report on the results of the research designed to investigate the following: 1/ to compare the developmental level of Gipsy and non-Gipsy children educated in permanent institutes for children under three; 2/ to investigate the influence of the age factor on the level attained; 3/ to investigate the dependence of the developmental level on the length of stay in a children's home; 4/ to investigate the proportion of Gipsy children's achievement in the generally attained level. The researchers used Brunet-Lezine developmental scale enabling to obtain data on the general level of the child's development, general motor development, adaptability to objects and visual-motor coordination, social behaviour and language. The research was conducted in three children's homes in Slovakia. The sample was made up from 60 children, half of which were Gipsies at the ages between 18 to 30 months. The investigation did not confirm any differences between investigated groups. Average achievement of the Gipsy children was a bit lower, however, the differences were within accident. It was confirmed for both groups of children that best results are achieved in the field of basic motor development, worst in verbal expression. No significant differences were found in investigating the level of development in dependence on age. Better results were achieved by children with a longer stay in the home. It is possible to recommend, on the basis of the research results to place in children's homes children from families which do not provide conditions required for the children's healthy development. The authors point out to the necessity of consistently applying the finding that if developmental potentials are socially neglected in early childhood, their consequences are difficult to eliminate and there is a risk of permanent defects.

136. HAŠKO, L. - POCCI, K.: Předpokladem úspěchu je vzájemná spolupráce. /Mutual cooperation is the prerequisite of success./

Učitelské noviny, 29/82/, 1979, No. 6, p. 4.

The authors report on the educational and teaching care rendered in health care facilities in which children are placed in cases of more serious diseases. The headmaster of the school is responsible for the whole educational and teaching process; the head doctor is responsible for medical preventive care. Out of classes, educational care is provided to small patients by specially qualified educators. Thanks to the close cooperation between medical and pedagogical personnel, the educational and teaching process in children's health facilities has become an integral part of comprehensive medical preventive care of the mental health and harmonious development of our young generation.

137. HERBINIÈRE LEBERT, S.: En Bulgarie. /In Bulgaria./

L'Education enfantine, 1979, No. 5, pp. 29-30.

The author summarizes her experience from visiting Bulgarian nursery schools, discusses their organization and equipment and the programme of educational work. She appreciates the care devoted by the Bulgarian community to the youngest ones. She highly appreciates the hospitality of the Bulgarian chief personnel she met in preschool facilities.

138. HERBINIÈRE LEBERT, S.: L'Education préscolaire en Australie. /Preschool education in Australia./

L'Education enfantine, 1979, No. 4, pp. 29-30.

The author presents a brief report on preschool facilities in Australia. There exist various types of facilities for preschool children, mostly private ones. Play-groups are designed for children between two to four years of age /Gruppes de Jeux/, Pre-Primary Schools and Pre-Schools for children from five years. Obligatory school attendance begins at five. Special groups are organized for handicapped children. Special correspondence courses are designed to facilitate children's education in the family; they enable the implementation of pre-school education of a good quality even in remote places.

In conclusion, the author mentions the

activities of a French-Australian nursery school attended by children from both countries.

139. KHOMUTINNIKOVA, A.: Puti povysheniya effektivnosti obucheniya v raznovozrastnoy gruppe. /Methods of raising the effectivity of teaching in mixed groups./

Doshkolnoye vospitaniye, 1979, No. 8, pp. 8-10.

The author, a teacher, presents her experience with various alternatives of structuring occupations. Three have been established in practice: 1/ joint occupation with content selected from the same section of the curriculum, 2/ joint occupation with different content according to the curriculum, 3/ occupation articulated according to age groups. This type is especially suited for physical education occupations, formation of mathematical representations, language development. Joint occupations where different sections of the curriculum are dealt with in individual age groups are suited especially for art education combined with the developing of mathematical representations or language development. Adequate length of occupation will be achieved by different times of beginning or ending the occupation in the groups of junior children. The author presents in her paper a model of two types of occupation.

140. IVANOVOVÁ, L.: Dítě a jesle. /The child and the crèche./

Zdravotnická pracovnice, 29, 1979, No. 8, pp. 477-479.

In the year 1950 there were 698 crèches with 22.245 places in the Czechoslovak Socialist Republic; by the end of 1977 this number had increased to 2.268 crèches with 95.541 places. The long-term plan foresees that 25% of under-three-year old children will be placed in crèches by the end of 1980. Crèches supplement family care of youngest children, provide specialized, scientifically based, comprehensive education of children, serve as a model to the family.

The content and methods of educational work in crèches comply with the requirements placed on comprehensive, unified preschool education. The development of every individual is individually followed-up, educational potentials are respected and adequate pedagogical objectives are determined. The prevailing form of work is educational activities carried out in small groups of children.

The regular development of all components of child personality depends on the proportion between institutional and family education. The child's socialization in the first three years of its life must be gradual and adequate with respect to its developmental maturity. The following forms of cooperation with parents have been found beneficial in the crèche: personal contact with the mother before the child comes to the crèche, crèche nurses obtaining some background data on the child's life in the family, the child getting gradually used to the crèche environment.

141. IVANOVOVÁ, L.: Příprava dětí v jeslích na mateřskou školu. /Preparation of crèche children for nursery school./

Zdravotnická pracovnice, 29, 1979, No. 2-3, pp. 70-72.

The preparation of crèche children for nursery school requires to purposefully influence their development within the framework of all educational components, to guide them to independence, to make them acquainted with requirements placed on nursery school, to get children used to coexistence in bigger groups. Towards the end of the school year, a nursery school teacher will visit the crèche and meet the children that will come to her class. During a stable epidemiological situation the crèche children will visit the nursery school. At first, they will take part in some activities of the school only as guests and audience, later they will get acquainted with its environment. The initiative in these activities should be taken over by their future teacher. At a PTA meeting the parents will be informed

about children's life in nursery school, as a rule they will also meet the future teacher of their children.
Joint crèche-nursery school facilities offer better possibilities of their children's smooth transition to nursery school even during the school year.

142. JENELTEN, R.: Die Entwicklung des Kindergartens in Oberwallis. /Nursery school development in Oberwallis./

Der Schweizerische Kindergarten, 69, 1979, No. 6, pp. 299-300.

The Act of 1907 stipulated that a nursery school could be founded for the number of 40 children between four to seven years of age. Today, the number of children has been reduced to 25; children are accepted to primary school at six years of age. There were 89 nursery schools in the canton im the school year 1978-79. A course for nursery school teachers' training was opened in 1975; it was extended to five years' study in the year 1978.

143. K nachalu uchebnogo goda. / On the beginning of the school year./

Doshkolnoye vospitaniye, 1979, No. 8, pp. 2-5.

There were newly built preschool facilities with the capacity to accommodate 270.000 children. New projects were approved; every department should have a day-room and a dormitory. Sixty percent, in towns even eighty-five percent, children who had gone to nursery school enrolled in first classes of primary school. The Collegium of the minister of school education of the R.S.F.S.R. and the Presidium of the republic committee of the trade union organization of workers in the sphere of education, universities, colleges and scientific institutes joined in the campaign launched by preschool education workers "The experience of the best workers - a norm for every one of us".

144. KALMYKOVA, V. - KABANOVA, L.: *Doshkolnoye vospitaniye v Amurskoy oblasti.* /Preschool education in Amur region./
Doshkolnoye vospitaniye, 1979, No. 3, pp. 34-37.

The number of preschool facilities has significantly increased in the last seven years; 70-90% children attend them in individual districts.
The regional department of national education devotes a great attention to the selection, distribution and education of personnel. The preschool centre of the Institute for further education of teachers organizes courses, seminars and pedagogical readings. It co-operates systematically with district inspectors and methodologists. The best of these workers make up a team providing an exchange of experience, instruction courses for inspectors-beginners and the like.
According to the plan of the department of national education, an inspection is made in every district and town in the course of five years. Similar plans exist in district and municipal departments concerning inspections of preschool facilities.

145. KEPKOVÁ, R.: Zelená netradičnímu zřizování mateřských škol. /Green light to unorthodox nursery school./

Predškolská výchova, 33, 1978-79, No. 1, pp. 21-22.

The author presents experience from Holýšov, where the LIAZ plant adapted into a nursery school the building of a single-class school which had been closed down in a village 6 km away from the town. The plant also provided for the nursery school a bus with safety belts and holders. The experience is positive, another class is being prepared. The founding of a nursery school away from the location of the plant and the children's homes also offers many educational potentials. A sense of discipline is fostered in the children, elements of independence. The children's horizons become broadened by learning more about life in the country and getting in immediate contact with nature.

147. KŘEPELKOVÁ, A.: Význam posloupnosti práce v jeslích. /The importance of successive work in creches./

Predškolská výchova, 33, 1978-79, No. 6, pp. 169-170.
1 table.

The author describes the organization of work of three nurses in the department of children over 18 months of age. This system is based on the principle that the children should pass through individual activities gradually, with respect to their individual abilities and pace. This approach eliminates waiting and the consequent conflicts. This system has been tested and found beneficial in crèches in the district of Žilina.

148. KUZINA, V.: Idet smotr. /An inspection is on./

Doshkolnoye vospitaniye, 1979, No. 3, pp. 35-37.

The author reports on an All-Union inspection of preschool facilities focused on improving the care of children's health and reducing the children's morbidity rate in Leningrad region. Organizational committees were set up in all districts to carry out the inspections and to coordinate their work. A regional commission was also set up; it was made up from representatives of the departments of health care, national education, trade union organization of workers in the sphere of health care and national education, scientific workers of the department of preschool education of A.I. Gertsen pedagogical institute and the department of sports medicine of the paediatric institute.
The measures taken as a result of the inspection so far have contributed to the expansion of the network of preschool facilities, improvement in their equipment, improvement of conditions with respect to health care and children's education. 5.323 teachers work in the region; 15% have

university, 70% have secondary vocational education; 397 teachers take correspondence courses.

All these facilities have their plans of measures to be taken to improve health care, as well as plans of regular medical inspections. In all districts, nursery schools also include departments for children with speech defects. If required, corrective physical training is also provided for children.

The inspection has also discovered some shortcomings. It will be necessary to get involved in the above plans of action more members of the local soviets, Party, trade union and youth organizations, executive workers of building organizations and plants, chairmen of agricultural cooperatives and state farms. The local press should bring information about the inspection, the work of preschool facilities, point out to their good work as well as to shortcomings and to suggest measures to be taken to eliminate them. Attention should especially be focused on the expansion of the network of the preschool facilities.

149. LIPTÁKOVÁ, T.: Zamestnania v jednotriednej materskej škole. /Occupations in a single-class nursery school./

Predškolská výchova, 34, 1979-80, No. 2, pp. 36-39.
2 photographs.

Two types of occupations are daily carried out in a single-class nursery school: common and for the group of older children. Common occupations will be carried out by children divided into two or three groups according to age. The organization and structure of these occupations will change according to content, objectives and methods used. The selection of content will be determined by the stages of its acquisition. Consequently, three types of occupations may be classified: 1/ both groups will get acquainted with a new content; direct work with the children is required, 2/ one group will get acquainted with a new content, the other will reinforce an acquired content; direct work with the children and the children's independent work alternate, 3/ both groups will reinforce an acquired content; the children's activities are common, however, they will not be demanding to the same extent.
Independent occupations with older children may be included in the course of the morning, or even in the afternoon, at the time when the younger children are still resting. It is recommended to link the other occupation with the preceding common occupation with respect to its content.

The author suggests some suitable combinations of occupations.

In the course of the day, it is possible to organize short, five to seven minutes´ long, teaching sessions for the children, especially for those who are to start going to school. Their objectives are upgrading repetition and practising of a specific activity.

150.LIPTÁKOVÁ, T.: Z teoretických východisek k metodike výchovnej práce v jednotriednych materských školách. /From theoretical departure to the methodology of educational work in single-class nursery school./

Predškolská výchova, 33, 1978-79, No. 7, pp. 199-202. 3 photographs.

The author explains the principle of the educational and teaching process in single-class nursery school and points out to the elements of differences and identity concerning the educational and teaching work in multi-class nursery school. She defines the individual factors /objectives, content, methods, educational and teaching forms, aids, educational principles/, specifying their position with respect to other factors. To fill individual categories in the educational and teaching process in single-class nursery school with such functions as are required for its implementation, they have to be approached specifically, i.e. used so that their essence and relation to other factors should not change.

The specificity of single-class nursery school does not alter the essence of individual factors, it only affects their external characteristics /such as the arrangement of content, arrangement of organizational forms/. This indicates the conclusion that the educational and teaching process in single-class nursery school cannot be raised to a higher quality only by interfering with only one factor, rather by making an optimum use of every one of them.

151. MALIŠOVÁ, B.: Výchovné zaměstnání dětí v kojeneckém oddělení nemocnice. /Educational occupations of children in the infants´ ward of the hospital./

Zdravotnická pracovnice, 29, 1979, No. 4, pp. 165-166.

The nurses of the infants´ ward of the hospital in Karviná introduced educational occupations to facilitate the infants´ better adaptation. For that purpose, they adapted one auxiliary room into a play-room and created there an environment very similar to that of the infants´ homes of crèches. The educational programme is prepared for individual infants with respect to their ages, taking into account tables of the infants´ neuromental development. The nurses keep brief records of all implemented occupations in a diary. Educational occupations prevent hospitalization of children with long-term diseases and contribute to a more rapid recovery.

152. MALKUSOVÁ, A.: Péče o děti, které nenavštěvují pravidelně mateřskou školu. /Care of children that do not regularly go to nursery school./

Učitelské noviny, 29/82/, 1979, No. 6, p. 5.

Preschool education constitutes part of the unified system of teaching and education. Attention is focused on the continuous raising of the standard of children's preparation for work in the first class of primary school. Cooperation with parents is indispensable in this respect /PTA meetings, combined meetings, discussion sessions, cultural events, festive meetings, entertaining programmes, common voluntary work, trips/. Nursery schools should become in the nearest future centres of pedagogical education for the parents of children attending them.

Preparatory classes, the system of their work /classroom meetings, individual consultations/, methodology of work of preparatory classes for children that cannot be placed in preparatory classes, they all do not remain without the assistance of pedagogues. Clubs, seminars and lectures are organized for parents. The objective of seminars is to provide systematic pedagogical education for parents. The author of this article also discusses the importance of the role nursery school teachers play in influencing the family education of the entire preschool population in the spirit of the socialist pedagogy.

153. MASHKINA, A.: Rebyonok prikhodit v yasli.
/The child comes to the creche.7

Doshkolnoye vospitaniye, 1979, No. 5, pp. 60-61.

The child's adaptation to the crèche constitutes a difficult stage in its life. It comes to an entirely new environment, meets new people. If possible, the nurse should visit the child in its family, to get to know the child and to learn as much as possible about it. Sometimes again, she will talk to the mother when she comes to the crèche to enroll her child, will show her round, explain to her the system of work used in the crèche.

Children often come to the crèche with habits they will have to unlearn. At first, the nurses will have to put up with these habits and only later on they will gradually and tactfully eliminate them.

If the child does not feel at ease during the first days of staying in the crèche, it is recommended to the parents to pick it up earlier.

Children are accepted gradually to the crèche in September so that the crèche nurses may have more time to devote to individual children and to get to know them better.

154. MAZUR, M.: Doshkolnoye vospitaniye v Polskoy Narodnoy Respublike. /Preschool education in the Polish People's Republic./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 74-75.

Preschool education in Poland is part and the basic level of the system of education. Today, 98.6% six-year old children go to various preschool education facilities /nursery schools, preschool classes at schools, preschool centres/. The network of nursery schools, especially in the country, grows rapidly, yet so far they are attended only by 47.9% children between three to six years of age.

Nursery school activities are conducted according to the programme for three-to five-year old children, which is the result of many years' research. It consists of four principal aspects of educational work: physical, socio-moral, intellectual and aesthetic. It also defines the objectives of children's preparation for school.

A special programme is designed for work with six-year old children which should facilitate the maximum possible offsetting of differences in children's preparedness for school. This programme contains lessons in beginer reading, extends the scope of mathematical representation and reinforces preparation for writing. The curriculum for the first class of primary school is based on this programme.

Nursery school teachers are trained at six-year pedagogical schools where pupils are accepted on leaving secondary school. A high percentage of nursery school teachers study at pedagogical institutes which introduced a specialization in preschool education in the school year 1973-74.

155.MEIER, S.: Kindergärten in bevölkerungsärmeren Gebieten? /Nursery schools in sparsely populated areas?/

Der Schweizerische Kindergarten, 69, 1979, No. 1, pp. 11-15.

Children living in sparsely populated areas usually lack social contact with people outside their own families; they live in an environment lacking in stimuli for thought and language development. According to the existing guidelines there do not exist conditions for founding nursery schools. The following experiment has been conducted for two years now: Twelve nursery school teachers have been allotted 32 groups of children set up in places where the inhabitants showed interest. It was necessary to persuade the parents about the usefulness of such a facility, to find suitable rooms, to get the equipment, in some cases also to tackle the question of the children's transport. The groups usually meet twice a week.

156.MURÍNOVÁ, M.: Práca sestry v detskom domově.
/The work of a nurse in a children's home./

Predškolská výchova, 33, 1978-79, No. 5,
pp. 145-147.

The head nurse of a children's home for children under three years of age points out to the negative effects adversely affecting educational work and its results: children that come from unfavourable family environment are usually mentally backward, with regarded motor development. Among other factors, these are the parents' lack of interest in their children, little stimulating, but noisy environment of the children's home, changing of nurses, absence of the influence and model of older children. She also describes measures which can aleviate these negative effects: system of aunts /every nurse is the aunt to two or three children with whom she spends most of her time in the home/, care of aesthetic and stimulating environment, weekend and holiday stay in host families /most often in the nurses' families/, cooperation with the Young Pioneer League, recreational stay in summer cottages. The correct selection of nurses and care of their further specialized education play a very important role.

157. NORDHOFF, I.: Kinder der Zukunft? /Children of the future?/

Spielen und lernen, 12, 1979, No. 8, pp. 8-13. 9 photographs.

The author reports on his visit of an educational facility in a kibbutz in North Israel. Kibbutz in Hebrew means a community, group and is conceived as a collective facility whose members work, live and rear their children collectively. First kibbutzim were founded in the year 1910, but their real development started after 1949.
The educational model is conceived as the separation of parents from their children and the education of the children in a group of peers where they are reared by adults and partly also by their parents. The children look after themselves, carry out most of the chores related to their way of life on their own /house-cleaning, table-laying, help with cooking/, their also take part in collective work. Boys and girls are reared together up to twelve years of age.
After work, parents come every day for two intensive houns of contact with their children. No space is reserved for the parents to be completely alone with their children and all activities are carried out in common rooms. Even so, only very few women would like to keep the children to themselves /this is possible in some facilities/. According to objective criteria, children reared in a kibbuts belong to the best. Even though they leave to study in other countries where they

learn quite different ways of life, more than 70% come back to collective way of life. Scientists who have investigated the relationships of these children to their parents and siblings have not found any deviations from the norm, on the contrary, these social relationships seem to be extraordinarily strong. The uniqueness of this educational system and its very specific circumstances, however, do not permit any comparisons and transfer of experience.

158.NOVOTNÁ, L.: Zkušenosti z provozu mikrojeslí Východočeského kraje. /Experience with operating minicreches in the North Bohemian region./

Zdravotnická pracovnice, 29, 1979, No. 8, pp. 469-470.

At the end of the year 1978 there were 149 minicrèches with the capacity of 679 places in the North Bohemian region. They are medically supervised by district pediatricians. In addition, minicrèches are subject to inspections by head nurses of teaching crèches, the regional head pedagogue and the regional head crèche nurse. The positive feature of minicrèches is that they are easy to open and easy to close down. On the other hand, it is very difficult to provide the desirable standard of educational work. The training of new child minders constitutes an operational burden to the teaching crèche, their further education is planned once up to three times per year. It has proved more advantageous to allocate one or two flats to a minicrèche instead operating them in the child minder's own flat, which resolves problems arising when the child minder falls ill. The author of the article recommends to appoint one specialized worker for the methodological supervision over minicrèches in districts where their numbers are significant.

159.REPASKÁ, H.: Iniciatíva v Rožňavskom okrese. /Initiative in Rožňava district./

Predškolská výchova, 34, 1979-80, pp. 92-94.

This is a discussion paper read at the Slovak national conference on preschool education. In the last decade, twenty-one nursery schools have been opened in the district with the capacity of more than 1.000 places. Industrial plants have considerably contributed in this respect. Out of the total number of children attending nursery school, nine percent are placed in works and agricultural cooperative facilities. Pedagogical education is very successful, such as the series of lectures organized under the heading "Small Academy for Parents" or "Small Family School" oriented on Gipsy population.

160. RŮŽIČKA, J.: Adaptace dětí s matkami na jeslové prostředí. /Adaptation of children with mothers to crèche environment./

Predškolská výchova, 33, 1978-79, No. 10, pp. 281-285.

The author sums up the most important findings concerning the gradual adaptation of children and parents to crèche environment and the arguments in favour of its general introduction. The experiment was divided into three stages: 1/ the general, comprehensive preparation of the crèche personnel, 2/ instruction of parents and their preparation for the gradual adaptation of children in their presence, 3/ preparation of aids facilitating, in an objective manner, the study of the process of adaptation.
The mothers were asked to start with adaptation at least 4-6 weeks before going to work.
The author of this paper presents the pattern of the mother's going with the child through all important moments of the day in such a manner as would prevent new mothers from gathering all at once with their children in the crèche, yet to make it possible for the required number of mothers with children to alternate during the day.
The course of adaptation is studied in adaptation tables; it is especially the following criteria that are investigated: 1/ how the child behaves in basic activities in the mother's presence and the nurse's assistance, 2/ what is the

child's emotional behaviour in its mother's presence as well as its absence, 3/ the child's relationship to needs and the method of their gratification, 4/ the mother's behaviour. A well-prepared and objectively studied time of adaptation could become one of the decisive criteria in determining the feasibility of the child's staying in the crèche. Positive results were achieved in crèches where adaptation had been conducted with understanding on the part of both the personnel and the mothers.

161. RYZHOV, A.: Pobednaya postup sovetskikh pyatiletok. /The achievements of the Soviet Five-Year Plans./

Doshkolnoye vospitaniye, 1979, No. 5, pp. 3-7.

The author recalls the fiftieth anniversary of the introduction of planned economy and presents the achievements of individual Five-Year Plans. During that time, the system of public preschool education has been established and a dense network of preschool facilities has been built. If in the period 1918-1928 crèches and nursery schools for 8.500 children were built, then in the first Five-Year Plan this number amounted to 14.500 places, in the second Five-Year Plan to 69.800 places and in the nine Five-Year Plan the number increased to 2.278.000 places.

162. SLAVOVA, R.: Doshkolnoye vospitaniye v Narodnoy Respublike Bolgarii. /Preschool education in the Bulgarian People's Republic./

Doshkolnoye vospitaniye, 1979, No. 4, pp. 74-76.

The network of preschool facilities has significantly grown in recent years in Bulgaria. It is planned that 85% preschool-age children should attend these facilities in the year 1980. Researchers investigate the feasibility of school attendance starting at six years of age. According to population density, single-class nursery schools are opened /for 25 children/, up to six-class nursery schools /for 150 children/. Joint crèche-nursery school facilities are built as three-class, for 75 children, up to ten-class facilities, for 230 children. Full-day nursery schools are open 9 to 12 hours a day, all the year round; half-day schools are open from 15th September till 31st May, for six hours a day. They are usually founded as part of primary schools, but they can also exist in nursery schools. Temporary nursery schools are operated according to the needs of parents in seasonal employment, four to ten months per year, summer nursery schools are designed for children of parents working in agriculture. They operate 45 - 120 days, for twelve hours daily. Children's playgrounds are opened in summer at schools, for thirty to fifty days and are open for six hours daily. Special nursery schools are founded for handicapped children. Full-day nursery schools accept children from three years of age, half-day schools from six, in some cases from five, joint facilities accept infants from 10 months of age.

Nursery school teachers are trained in two-year courses in pedagogical institutes attended by secondary school leavers. Head personnel, inspectors and most headmistresses study at Sofia University, in the faculty of preschool education.

Further education of preschool personnel is provided by institutes for teachers′ further education. The system of education in preschool facilities is mostly oriented on methodological work.

Since the year 1977 preschool facilities have been working according to the new curriculum of educational work. Methodological handbooks have been issued on all sections of the curriculum.

The further raising of the standards of teaching and educational work will require the tackling of questions such as how to control and guide children′s independence and initiative, how to foster a high quality of behaviour, how to achieve a closer cooperation with the family and the public. Every nursery school should become a centre of dissemination of pedagogical education.

163.STUROV, K. - POLUNINA, L.: Obshchestvennoye vospitaniye v evenkiyskom avtonomnom okruge.
/Public preschool education in Evenk Autonomous District./

Doshkolnoye vospitaniye, 1979, No. 4, pp. 31-33.

National education of Evenks dates back to the year 1927, when Evenk Autonomous District was established and the first school opened. The first nursery school was opened in the year 1932 and it was attended by nine children. It was not easy to persuade the local population about the importance of nursery school. The Evenks, who were engaged in raindeer breeding and animal hunting, lived as nomads and moved from place to place together with their children. Today, there exist 27 preschool facilities in Evenk Autonomous District and more are planned. Most of them are of the boarding-school type. The qualifications of the preschool facility personnel have been raised in recent years. One third of the pedagogical staff are of Evenk or Yakut nationality. Ten to fifteen pupils go to the pedagogical school in Krasnoyarsk every year. Places are reserved for local school leavers at the faculty of preschool education in Leningrad pedagogical institute. Children learn the Evenk language at primary school, however, the teaching language is Russian. Children are expected to get a command of both these languages in nursery school. It is a difficult task requiring a profound methodological approach.

164. SHCHUKINA, A.: Rabota s detmi raznovozrastnoy gruppy. /Working with children in a mixed-age group./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 13-18.

The author, a teacher, presents her own experience. There are 25-27 children of three to four age groups in the class. The primary objective is to foster a thoughtful attitude of older children to the younger ones, to make a good use of the positive example of older children. Children are divided into two groups in occupations. Children of one, or in some cases two, age subgroups become acquainted with new material, other children are occupied on their own. The second and the third occupations are carried out only with the group of oldest children and those in the preparatory class, the remaining children are outdoors at that time. Occupations may be organized in the following two possible ways: 1/ the first part is shared by everybody, assignments are set and explanations given to all; 2/ the occupation is started with older children, younger children carry on with free play. When the older children begin to understand what is required from them in the assignment and set to work, the teacher begins working with the younger ones. Sometimes, it is possible to choose a different activity for either group, for example, the older children will model, while the younger ones will work on a poem. The author illustrates these patterns by descriptions of several occupations.

165.TAILLIEU, J.: Decroly en danger? /Decroly and danger?/

L'Enfant, 1979, No. 4, pp. 313-320.

The paper written by Decroly's pupil describes the efforts concerning the preservation of the only school based on Decroly's method in France. The school is designed for children between 3 to 15 years of age. The author presents her personal memories of Decroly and characterizes the organization and programme of educational work of the school. To defend their school, parents, former teachers and pupils and the children themselves have decided to write a book Vivre à Decroly /To live according to Decroly/, upon which the author drew in writing the above paper.

166.TAILLIEU, J.: L'école maternelle en 1980. /Nursery school in the year 1980./

L'Enfant, 1979, No. 1, pp. 67-74.

In the introductory part of her paper the author recapitulates the development of preschool facilities in Belgium in the course of the last century. She further characterizes the contemporary state of development of preschool education and outlines the prospects of the nursery school of the future. On the basis of the latest French publications she requires that nursery school should also become a school of parents, a school of real life. She stresses the importance of the child's activity and its behaviour as the foundation for pedagogical efforts. The principle of the art of education is to involve the child in situations stimulating its need to communicate and its desire to act.

3.3 Educational and teaching programmes

167. AGAZZI, A.: Educare l'educazione sessuale.
/To educate to sex education./

Scuola materna, LXVI, 1979, No. 16, pp. 997-998.

Sex education cannot be ignored in education. It is of importance, however, to decide how, when and who should teach it. Simplification to imprudent interference on the part of adults may lead to personality degradation. The author suggests a concept of sex education: sexuality combined with intellect, intelligence, morality and aesthetics. Sex education must not be restricted to an explanation of anatomical and physiological functions. The most harmful attitude is to approach the child in the same manner as an adult. Individualization is an imperative in sex education. The family should lay foundations for sex education.

168. BERTHOZ Proux, M.: Les enfants de migrants à l'école maternelle: quel accueil quelle rentrée '78? /Immigrant children in nursery school: what reception? how to begin 1978?/

L'Education enfantine, 1979, No. 4, pp. 15-16.

Immigrant children are a big social problem in France. The official attitude that nursery school is the best form of integrating the child into the new society poses new tasks to nursery schools. The biggest problem is the question of language and cultural adaptation. The demanding work with children requires that the number of children in one group should be limited to 14 to 18.

169. BUŠA, J.: Aby bolo na čom stavať... /To have a foundation to build upon.../

Predškolská výchova, 34, 1979-80, No. 1, pp. 1-2.

The programme of educational work in crèches and nursery school, which has been applied in facilities with the Slovak teaching language, will be introduced in the new school year into facilities with the Hungarian and Ukrainian teaching languages. Its implementation will rely on teachers whose work is indispensable ; their achievements will contribute to the building up of the foundation upon which the personality of the young man may be formed.

When meeting the objectives of the programme of educational work, it will be necessary to cooperate more intensively with parents and to guide them in the education of their children.

170. ČÁKOVÁ, A.: K jednotnému systému výchovné práce v jeslich. /On the unified system of educational work in crèches./

Zdravotnická pracovnice, 29, 1979, No. 8, pp. 466-468.

The author describes briefly the cooperation established between the crèche in Příbram and the Research pedagogical institute in the preparation of the Programme of educational work in the crèche and nursery school. She also points out to the specific features of the crèche to which most children come usualy at two years of age so that they spend there only one year. It is a time too short for the crèche nurses to be able to recognize the results of their educational efforts.

The most difficult problem in planning one's work is to correctly estimate the desirable gradation of requirements placed on the child adequately to its age. The crèche nurse should differentiate requirements placed on individual children in educational occupations.

171. DOBRYNIN, M.: V Narodnoy Polshe. /In the Polish People's Republic./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 75-76.

The Act on national education stipulated that all children should be provided with conditions facilitating their overall development and preparation for school education. The number of preschool facilities increases from year to year and it is expected that all preschool-age children will be able to attend these facilities by the year 2000. The programme of work with six-year old children was developed by specialists in the field of preschool education and primary school education. The mass-scale preparation of children for school attendance is expected to affect positively the mastering of the subject matter prescribed in the primary school curriculum. Individual sections of this programme are the following: 1/ objectives of teaching and educational work; 2/ content of teaching and education specifying in detail requirements placed on moral, intellectual, technical and physical education; 3/ implementation of the programme including the methodological instructions for organizing the teaching and educational work. In the first stage, the nursery school teacher will become acquainted with the individual characteristics of the children on the basis of a systematic and purposeful observation and will establish contacts with

their parents. Following that stage, she will determine the method of corrective, offsetting work in preparation of individual children for school education. The handbook entitled "Vademecum" has been published to assist teachers in their work. It is coordinated with the Programme and contains basic data on the psychophysiological development of six-year old children. A teaching aid "I am six years already" has been developed for children. The first section is devoted to reading, the other to mathematics. It also contains material for various activities, such as cutting out, modelling, etc.
The methodology of reading is based on the visual and audial analysis and synthesis of words.
The cooperation between nursery and primary school is supplemented with the teachers' mutual visits.

172.GERASIMOVA, K.: Obsuzhdayem statyu T. Komarovoy. /Discussion on T. Komarova's paper./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 36-38.

The author confronts her experience with the paper written by T. Komarova and published in the journal Doshkolnoye vospitaniye in No. 12, 1978. She recommends to plan children's activities for individual days from morning till evening, for one at the most two weeks in advance. She also includes in her article an example of her planning for one week in advance.

173. HABIŇÁKOVÁ, E. - VRANOVÁ, Z.: Výsledky prieskumu overovania výchovnej práce v jasliach na území SSR. /The research results of testing educational work in crèches in the Slovak Socialist Republic./

Predškolská výchova, 33, 1978-79, No. 1, pp. 3-6.
4 tables.

The authors report on the testing of the content and methods of the draft System of educational work in crèches conducted in 20 crèches in individual regions in Slovakia in the school year 1976-77. The testing criteria were oriented on the precise definition of the objective, its integration in the framework of educational components, its organizational integration in the daily routine, evaluation of the feasibility and adequacy of the objective, the comprehensibility and suitability of methodological instructions and the like. The research collected the total of 24.146 data. Intellectual and physical education assignments were represented most frequently. Physical and working education in two age categories were chosen for qualitative evaluation.
Generally conceived material in the field of physical education facilitates a great scope in the selection of assignments. Since, however, the content of educational objectives should be comprehensively used up for every child going to the crèche, this fact indicates that there

exist some drawbacks in the existing system. The content of educational objectives will require a long-term testing aimed at the development of more precise criteria related to individual assignments.

As regards the field of working education, it has been found that more attention should be focused on activities stimulating the child's active attitudes.

174. HÁJKOVÁ, J.: Výchovné poslání jeslí v současnosti. /The educational objectives of the creche of today./

Predškolská výchova, 34, 1979-80, No. 4, pp. 100-102.
2 photographs.

The crèche can fulfil its objectives in proportion to the intensity of family education, while of a primary importance is the individually developed, two-way relationship between the educator and the child and the family and the child.

It is necessary to tackle the problem of integration of children in the crèche with the active cooperation of the mother under the guidance of a psychologist.

The organization of the crèche routine should provide conditions for the development of the personality of individual children, to respect their individual needs, to limit to the minimum risk factors in development and to prevent the subjecting of children to stress. Its objective should be the creation of a relaxed atmosphere full of experiences of a joyful rapport between the nurses and the children.

The programme of educational work is implemented on various occasions throughout the day. Staying in the crèche should enable the children to make a full use of their activity and to provide opportunities for individual play. Its methodological guidance still remains to be tackled in a more profound manner. The crèche routine should include elements of the family life routine and at the same time it should eliminate any artificiality and unification.

175. JUNGOVÁ, J.: Podle nových osnov. /According to the new curriculum./

Učitelské noviny, 29, /89/, 1979, No. 6, p. 8.

The author evaluates in her article some positive factors of work according to the new nursery school curriculum. She analyzes individual subjects of the curriculum and mentions practical experience she acquired with the introducing of the new concept into practice. She sees its main benefits in continuity, laying of emphasis on individualized approach to children, elimination of excessive organization and ineffective time.

176.KLINDOVÁ, L.: Novou koncepciou za cial´evedomé uspokojovanie a rozvíjanie psychických potrieb dieťaťa. /The contribution of the new concept to the purposeful gratification and development of the child´s mental needs./

Predškolská výchova, 33, 1978-79, No. 3, pp. 65-69.

A harmony must rein between the child´s needs and requirements placed on it by its educational environment. If social environment does not recognize in time developmental changes in the child´s needs and does not modify accordingly its attitudes to the child, conflicting situations may arise between the child and adults resulting in undesirable forms of behaviour /aggressivity, negativism/. Correct educational efforts are determined by adults´ ability to recognize in time the child´s altered needs and to gratify them.

One of the principal theses of the new programme of educational work is the achievement of a better harmony between the educational requirements placed on the child and its developmental potentials. The work with the new programme should be organized so as to make it an effective tool of gratification of the child´s needs and their development. The following tasks stem from this objective: 1/ to provide adequate proportions between intellectual and emotional stimuli, 2/ to provide conditions for the child´s self-realization.

177. KOTOVA, I.: Obsuzhdayem statyu T. Komarovoy. /Discussion on T. Komarova's paper./

Doshkolnoye vospitaniye, 1979, No. 8, pp. 35-38.

The author confronts her experience with the paper written by T. Komarova, published in the journal Doshkolnoye vospitaniye in No. 12, 1978. She had found it advantageous to prepare two plans, a long-term plan for three months in advance and a daily plan, for one week in advance. The long-term plan facilitates the breaking down of the assignments of the educational curriculum to be implemented during various daily activities in the course of the year.

The daily plan specifies individual activities to be carried out on individual days, in compliance with the structure of the educational curriculum and the long-term plan. Further work may only be planned after evaluation of the results of teaching and educational work. The author includes in her article samples of her daily plans.

178.MAKSYUTA, N.: Obsuzhdayem statyu T. Komarovoy. /Discussion on T. Komarova's paper./

Doshkolnoye vospitaniye, 1979, No. 9, p. 24.

The author considers the method of planning used by T. Komarova too complex. She recommends to prepare the plan of occupations including the content and a brief description of methods for one month in advance. She herself supplements this plan with the plan of teaching and educational work for two weeks in advance; it includes other activities, with the exception of occupations. The author presents models of both kinds of plan.

179.MAYBANKS, S. - BRYCE, M.: Home-Based Services for Children and Families: Policy, Practice, and Research.

Springfield, Charles C. Thomas 1979.
Reviewed in: The Personnel Guidance Journal, 58, 1979, No. 1, cover.

This is the description of nineteen programmes including data on therapeutic techniques, voluntary workers, personnel, administrative and financial planning and budgeting.

180.MELNIKOVA, N.: Oznakomleniye detey starshey gruppi s yavleniyami obshestvennoy zhizni.
/Acquainting senior group children with social life phenomena./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 45-48.
4 refs.

Getting acquainted with social life phenomena prepares the preschooler for future learning and work, forms in it specific attitudes, foundations for fostering in the child love of its country. Since in planning this kind of work difficulties often arise, the author of this article used a questionnaire with 112 teachers to find what methods and forms of work were used and how they planned and implemented the curriculum requirements concerning the following topics: "Life and work of adults", "The Soviet Army", "Our country". At the same time, she investigated 140 children to find what was their knowledge of these topics. A confrontation of the teacher's answers and the children's knowledge proved that the teachers selected few data upon which basis the children's general concepts could be formed. There was not enough coordination between knowledge conveyance and knowledge reinforcement and build-up in the children's practical activities. Little use was made of stimuli encouraging in the children interest in the phenomena of public life, their efforts to participate in adults' work and to reflect acquired impressions in various activities.

181. POURVEUR, L.: *Notre pedagogie belge: Faisons le point.* /Our Belgian pedagogy: Let's make a full stop./

L'école maternelle belge, 1978-1979, No.5, pp.200-225.
1979-1980, No.2, pp. 57-72.

9 tables.

This is a theoretical study interpreting the basic principles of the Belgian educational concept based on two fundamental, mutually supplementing principles: individualization and personalization. Individualization of learning lies in the adaptation of educational contents to children's intellectual level, their aptitudes and developmental rhythm. Personalization means respecting the child's personality, its affectivity, its past /B. Bloom/ and sociocultural environment.
The implementation of the principle of individualization facilitates the elaboration of a taxonomy of objectives based on respecting general trends in child development; it may be accommodated to the rhythm of individual children. The author presents a detailed proposition of a taxonomy of objectives to enhance the development of all facets of child personality.
The other part of the study deals with personalization in education. Social education takes place permanently under any circumstances. Its structure is depicted in a schematic representing the interaction of social, physical, thought and language elements. Group work with children plays a specially important role in social

education. In conclusion, the author states that teachers´ work should be re-organized so as to progress towards the principal objective, i.e. the child´s wellbeing.

182.PRZADKA, J.: Po roku pracy z nowym programem dla szesciolatkow. /After a year´s work with the new programme for six-year old children./

Wychowanie w przedszkolu, 1979, No. 4, pp. 182-185.

The author evaluates one year´s experience with the new programme, especially in the field of nursery school. He presents an analysis of the teachers´ standards of qualifications, evaluation of methodological material, describes the existing equipment of nursery schools, etc.

183.SABADI, I.: Nashi dostizheniya i zaboty. /Our achievements and problems./

Doshkolnoye vospitaniye, 1979, No. 12, pp. 58-59.

The author reports on a survey designed to investigate the knowledge of children that had completed nursery school, especially in the field of knowledge of the surrounding world. It was found that the children had some knowledge of the town and the village, national holidays, sports, some natural processes. As for literature for children, they could recognize fairy tale and real-life subjects, were able to compare, generalize, solve tasks. The content of the curriculum section entitled "Getting acquainted with the surrounding world"

is being continuously modified, altered according to the actual stage of social development. Only such a teacher as will continue to acquire all new and progressive findings and will not lag behind increasing requirements will be able to present a correct interpretation of the surrounding reality to the children.
The curriculum section "Getting acquainted with the surrounding world" contains all aspects concerning man: family, crèche, school, library, museum, forms of human activities, work, moral code, national and international holidays.
The journal Óvodai Nevelés /Preschool education/ introduced a new column entitled "To learn and to observe". The material and recommendations published on this page help teachers organize occupations up to desired standards and to fill them with interesting contents.

184.SIMON, E.P. - GILLMAN, A.E.: Mainstreaming Visually Handicapped Preschoolers.

The Exceptional Children, 45, 1979, No. 6, pp. 463-464.

The authors present the results of an experiment with the mainstreaming of four visually handicapped children organized by the Child Development Center of the New York Association for the Blind. The children came in the morning to participate in a developmental preschool programme for visually handicapped preschoolers and in the afternoon took part in a programme in a private nursery school for normal children. The teachers worked with these children individually in the centre to prepare them for starting school. The integration of these children in a school with normal visual functions resulted in the stressing of both children with residual vision and normal children. On the basis of questionnaires completed by both groups it was found that normal children were anxious that they might develop the same handicap and their negative behaviour towards children with residual vision intensified in the course of the year /they excluded them from play/.

The authors present in their article suggestions how to improve care of children with residual vision at preschool age, laying emphasis on a specialized preparation of these children. They propose a revision of both types of programmes and a consideration of all factors which must be taken into account in planning programmes of mainstreaming handicapped and normal children.

185.STRNAD, S.: *Postřehy ze semináře o jeslích ve Vsetíně.* /Some comments on the seminar on crèches held in Vsetín./

Zdravotnická pracovnice, 29, 1979, No. 11, pp. 679-680.

The author reports on some of the conclusions reached at the seminar organized to recapitulate the experience acquired with the implementation of the new programme and the methodology of educational work in crèches. Educational occupations should not overshadow play or the interaction between the crèche nurse and the child. Educational influence should be implemented throughout the daily routine.
The new programme and methodology are a contribution to the educational work in crèches. They are also suited for work in infants' and children's homes, but will have to be supplemented in view of the special conditions of work in these facilities. It is also necessary to develop the methodologies of individual educational components, especially the musical component. It is recommended to introduce musical education in nursing schools.

186.STSHELETSKA, KH.: *Umnyye igry shestiletnykh detey.* /Resourceful play of six-year olds./

Doshkolnoye vospitaniye, 1979, No. 3, pp. 61-62.

In September 1979, Poland will introduce the teaching of all six-year old children in nursery school or preparatory classes of schools

/18 lessons per week/. The curriculum for six-year olds containsfive interconnected sections: public-moral, intellectual, technical, aesthetic and medical. The principal means and methods to be used are play including elements of learning, didactic games, movement, activities and independent search. Nursery schools will be equipped with methodological exercise-books complemented by methodological instructions for the teacher.

The author describes some games used by the teacher in acquainting the children with letters.

187. SYSOYEVA, L.: Obsuzhdayem statyu T. Komarovoy. /Discussion on T. Komarova´s paper./

Doshkolnoye vospitaniye, 1979, No. 11, pp. 34-39.

The author presents her experience with planning educational work, including a long-term plan of occupations for three months to be implemented in preparatory classes.

188. VRANOVÁ, Z. - HABIŇÁKOVÁ, E.: Výsledky prieskumného overovania výchovnej práce v jasliach na území SSR. /The results of experimental testing of educational work in crèches in the Slovak Socialist Republic./

Predškolská výchova, 33, 1978-79, No. 2, pp. 38-41. 1 table.

This is a continuation of the report on the experimental testing of the content and methods used in the draft system of educational work in crèches. The analysis of the evaluation of individual assignments proved that some assignments were considered by some crèche nurses too easy whereas the same assignments were considered by other crèche nurses too difficult. For that reason, the requirement was raised that assignments in every educational component should be broken down into shorter time intervals. In the long run, research should be conducted to meet the requirement that precise assignments should be specified for individual age categories, such as limit standards of development.

A survey of the forms of educational work used to implement the objectives of the programme indicated that the most frequent is the form of educational occupation. Consequently, specialized personnel should be guided to make a better use in their educational work of natural situations as they occur in the daily routine in an educational facility.

189.ZELINA, L.: Nebezpečí jednotvárnosti.
/The risks of monotony./

Predškolská výchova, 33, 1978-79, No. 9,
pp. 248-250.

The author cites from works by I. Jarníková and O. Chlup to demonstrate how opinions of the mission of nursery school have developed. Both authors point out to the risks of stereotyped and mechanical approaches in the teacher's work. Their opinions and warning remain topical even today when nursery school has introduced the new programme of educational work. It will be necessary to systematically test and develop such methodological procedures as will gratify the child's natural desire to play and offer activities developing the child's mind and language and will leave enough scope for the child's independent creativity and initiative.

190.ZMANOVSKIY, Yu. - KOMAROVA, T.: Pedagogicheskaya nauka selskim doshkolnim uchrazhdeniyam.
/Pedagogical science and preschool facilities in the village./

Doshkolnoye vospitaniye, 1979, No. 9, pp. 35-38.

Recently, the Institute of preschool education of the Academy of pedagogical sciences of the U.S.S.R. together with the department of preschool education of the ministry of school education of the U.S.S.R. have prepared the revised draft curriculum for nursery school preparatory classes. The revised draft curriculum of educational work in nursery school, including sections for early-age children, is to be completed in the year 1980. The authors of these documents took into account the results of experimental surveys conducted in recent years not only in urban preschool facilities, but also in village facilities. For example, they investigated the development and education of children living in the village in contemporary social and natural environment, the specificity of mixed groups in children's facilities in the village. They elaborated a comparative study and analysis of the content and methods of education, specificities of the development of urban and rural preschoolers. The objective of these experiments was to find conditions required to raise the standards of teaching and educational work in all age groups in créche-nursery school facilities in the village, to prepare pedagogical recommendations and aids for incomplete nursery schools.

Other comparative studies dealt with children's preparedness for school, both in the town and in the village and also in the family. The level of intellectual development in village nursery schools was much more heterogenous than that of children going to urban nursery schools. In some cases outstanding results were found in all criteria, extraordinarily bad results elsewhere. No significant differences were found in aesthetic education. The conditions in the village make it possible to observe both living and non-living nature, thus to develop the children's aesthetic perception, to form their sensory capabilities, to carry out various kinds of artistic activities by making use of natural material. An incomplete nursery school has better possibilities of fostering and encouraging mutual positive relationships between children of different ages. Village children get personally acquainted with adults' work, get opportunities to work in the garden.

An important objective of village nursery schools is to disseminate, in a qualified manner, pedagogical knowledge among parents.

3.4 Cooperation between preschool facilities and other institutions and general public

191. ABBADIE, M.: L'éducation préscolaire et les organisations internationales. /Preschool education and international organizations./

L'Education enfantine, 1979, No. 1, pp. 3-4.

The author lists in the introductory article to the new volume of the journal organizations in which French preschool education is involved: Organisation mondiale pour l'education préscolaire /OMEP/, Conseil de l'Europe, Organisation commune de développement économique /OCED/, Centre specialisé de recherche en éducation /CERI/, Communautés européennes.

192. ANASTAZOVA, V.: O sotsialisticheskom sorevnovanii. /On socialist competition./

Doshkolnoye vospitaniye, 1979, No. 11, pp. 42-43.

This is a report on the socialist competition movement in the Moldavian Soviet Socialist Republic. Every year, agricultural cooperatives and state farms conclude socialist committments aimed at improvement of village preschool facilities. It has been proved in practice in the course of years that this competition movement not only contributes yearly to the expansion of the network of preschool facilities, but also affects positively the quality of educational work.

193. DURIF, D.: La relation de la maitresse et de la famille. /The relation between the teacher and the family./

L´école maternelle belge, 1979-1980, No. 1, pp. 14-16.

This is a brief article presenting experience with cooperation with the parents of a child that has problems in nursery school. It is important that the teacher should get to know the child well and should not take a negative attitude to the child and its family, on the contrary, she should rely on the child´s self-confidence and its positive traits and to cooperate both with the mother and with the father in their developing.
It is still possible in the highest class of

nursery school to achieve elimination of problems related to the child's education. Efforts to this end should be exerted at that particular age, for later on they might lead to the child's isolation and segregation.

194. GORISZOWSKI, W.: Nadzór specjalistyczny a 10-letnia szkoła ogólnokształcaca. /Special supervision and basic 10-year school./

Chowanna, 1979, No. 3, pp. 201-216.

This is an extensive reflexion concerning the purpose of school supervision, its function and specificity. It also deals with methodologists and their mission in the pedagogical activities of school. The author also discusses the prospects of special pedagogical supervision.

195. HORÁNYI, G.: Gondolatok a pszichológusok és a pedagogusok együttmüködéséröl. /Some reflexions upon the cooperation between psychologists and pedagogues./

Óvodai Nevelés, 32, 1979, No. 7-8, pp. 295-297.

The author discusses the relation of psychologists to pedagogues as part of their professional activities, including the cooperation of psychological institutions with school. Lack of mutual exchange of information results in lack of understanding between school and psychological counselling. It is the cooperation of both these disciplines that will contribute significantly to the children's better cognition and application of correct educational procedures.

196. PAVLÍK, J.: V dobré práci a v dobrém přístupu je záruka úspěchu. /Good work and a positive approach are bound to bring success./

Predškolská výchova, 33, 1978-79, No. 10, pp. 297-298.

The author describes his experience with founding nursery schools in the district Žďár nad Sázavou. Individual industrial plants pool their finances to build nursery schools. Use is also made of the buildings of limited-class schools that have been closed down. Work with parents whose children do not go to nursery school is also successful. Seminars are organized for them, they can borrow specialized literature. In the second half of the school year their children start going to preparatory classes, participate in excursions organized by nursery school.

197. POLÁČEK, J.: Spolupráce závodu s mateřskými školami. /Cooperation between an industrial plant and nursery school./

Predškolská výchova, 33, 1978-79, No. 10, pp. 295-296.

The Velveta plant in Varnsdorf organizes every year a children's arts competition. Last year the children focused their attention on their parents' work and their school life, this year they represented flowers growing in gardens, which they saw during walks or which they gave their mothers on Mothers´ Day. The organizers of the competition aim at extending cooperation between school and young parents in this manner. Parents with their children come and see the exhibition of works awarded prizes. These visits proved inspiring to many drawings by which the children depict places where their parents work. A gallery of the children´s drawings was installed over the main staircase of the plant.

198.POLÁČKOVÁ, J.: Pro radostný a šťastný život našich dětí. /For our children´s joyful and happy life.7

Predškolská výchova, 33, 1978-79, No. 8, pp. 235-237.
2 photographs.

The author reports on the care devoted to nursery schools in Varnsdorf by the national council, industrial plants and public. There are 16 nursery schools in the town, out of which eight belong to industrial plants. The nursery school trade union organization participates in their founding and operation; it cooperates with institutions responsible for their running, provides flats for teachers, organizes their further education, is involved in the system of catering for children. It organizes excursions aimed at exchange of experience, trips abroad, visits of cultural events and theatre performances; it organizes festive gatherings to celebrate the International Women's Day, the Teachers' Day, participates in organizing competitions of children's song ensembles of nursery schools. The works committees of trade unions take care of young teachers offering methodological assistance to them and enabling them to complete their specialized education. These results have been achieved in cooperation with PTA committees which are very active in individual nursery schools. The plan of activities of the PTA committee of the 2nd nursery school has been issued as a methodological handbook for the work of PTA branches in the district of Děčín.

199. SVOBODOVÁ, M.: Spolupráce mateřské školy se základní školou. /Cooperation between nursery and primary school./

Predškolská výchova, 33, 1978-79, No. 10, pp. 293-294.

A nursery school teacher describes cooperation with school; favourable conditions in this locality facilitate very good cooperation. The nursery school is situated in the building of the primary school and is attended by all five-year old children living there. Cooperation concerns not only the first class, but the school as a whole. Older pupils repair toys in the nursery school, pupils going to the

after-school facility make various aids for the nursery school.
The council of the local national committee evaluates the work of the nursery school twice a year and once a year at a public meeting convened by the local national committee.

200. SULNICKA, C.: Ręka w rękę z rodzicami.
/Hand in hand with the parents./
Oswiata i wychowanie, 1979, No. 18, p. 8.

The author describes in detail contacts between nursery school teachers and parents, mostly as she knows them from her personal experience.

201. SHAMAROV, A.: Preyemstvennost v rabote doshkolnykh uchrezhdeniy i shkol. /Continuity in the work of preschool facilities and schools./

Doshkolnoye vospitaniye, 1979, No. 3, pp. 25-27.

The author describes experience from Podolsk, where a close cooperation between nursery and primary schools has existed for a long time. Schools try to make the best of what the children have learned in nursery school. Both types of school draw up yearly plans of cooperation which usually contain the following: mutual visits including their analysis; joint pedagogical meetings; teachers´ participation in joint meetings of the Parent-Teacher-Association; mutual aid in organizing and holding events, such as exhibitions, discussion meetings, voluntary work, joint excursions, pupils' voluntary work in the nursery school garden, their help in repairing toys, sewing dresses for dolls, etc.

Very successful is cooperation in contacts with families which need aid in rearing their children. Their early discovery by the nursery school contributes to the successful solving of their problems.

The municipal department of national education supervises continuity in the work of both types of school. It has proved that where adequate attention is paid to cooperation, educational and teaching work is more fruitful.

202.UHRINOVÁ, V.: Spolupráca jaslí s materskou školou a rodinou. /Cooperation of the crèche with the nursery school and the family./

Predškolská výchova, 34, 1979-80, No. 3, p. 74.

The author describes experience from the joint crèche-nursery school facility where regular pedagogical meetings and mutual visitations have been found beneficial. The plan of meetings is based on the results of evaluation of activities of the preceding year. For example, last year they focused their attention on developing cognition in children from very early age up to six years of age. Every practical demonstration was followed by a pedagogico-psychological evaluation. This approach enabled to reach an adequate comprehension and implementation of the requirements embodied in the programme of educational work in crèches and nursery school.

4. EDUCATORS OF PRESCHOOL CHILDREN

4.1 Parents; family

203. Att umgås med små individer - om barns psykiska utvecklingen. /The child s mental development is an individual affair./

Förskolan, 62, 1979, No. 3, p.15, 3 figs.

From the mental and social point of view, the child should develop in an integral manner in harmony with the physical development. It should get the chance of cooperating and competing with its peers and also adult persons. The child is negatively affected both by a physical and mental kind of punishment. Parents should be in better contact with the personnel of preschool facilities and should tackle individually the cases when the child does something wrong.

204.BRAZELTON, T.B.: *Reach Out to New Parents*.

Young Children, *33*, 1978, No. 6, p. 4.

This is an appeal of a professor of pediatrics at Harvard school of medicine to improve the situation of young marriages with small children that are deprived or live in stress conditions. It is necessary to help already during pregnancy, confinement and in infancy. Counsellors will be trained who will provide counselling services to young parents from problem families. It is only happy parents who are able to educate happy children with positive attitudes to life and society.

205.*Bystřička 1978*. Experimentální tábor pro rodiče a děti. /Bystřička 1978. An experimental camp for parents and children./

Děti a my, *9*, 1979, No. 1, pp. 27-29.

8 photographs.

This is a report on the organization and implementation of an experimental camp for parents and children in Bystřička near Vsetín under the patronage of the sports club TJ TAK Prague. Thirty-five children and thirty-five adults at the ages between three to thirty-eight spent together a fortnight. This experiment was designed to prove that it is possible to spend holidays together today and that the family constitutes today a fully harmonious and dynamic model of coexistence of people of various ages, this also applying to leisure time. Medical care, programme, personnel and catering were all provided by the parents who themselves were participants in this recreation camp. The programme included common walking trips, two combined trips, bathing, competitions, singing. The budget was financed by the participants and subsidized by the sports club and the Czech Central Committee of the Czechoslovak Physical Education Association.

206.BUTENSHÖN, M.: Revolte gegen die "zweite Schicht". /Revolt against the "second shift"./

Spielen und lernen, 12, 1979, No. 5, pp. 31-34. 3 photographs.

This is a report on the position of women in the U.S.S.R., based on a statistical survey of facts and the statement of the first woman cosmonaut, Valentina Nikolayeva-Tereshkova. Ninety percent women of productive age are employed in the U.S.S.R. Women make up fifty-one percent of all working people. Out of one hundred university educated people, 59 are women and the number of women active in some professions /medical, teaching/ amounts up to 80%.
In spite of the above facts there exists a relatively small representation of women in executive positions, which is mostly caused by their having to go on the "second shift" in their households.
In view of the fact that in the year 1917 only one woman out of ten was able to read and write,

the degree of women's liberation and emancipation is fantastic and has not its equal anywhere in the world.

207. Cvičení rodičů s dětmi. /Exercise of parents with children./

Učební pomůcky ve škole a v osvětě, 1978/79, No. 9, p. 142.

The handbook will acquaint parents with the correct methodology and practice of exercising with children and their importance for the child's proper physiological development. The methodological text includes and describes also exercises which are considered undesirable for practising at preschool age.

208. DOORMAN, L.: "Unser Baby hat schon Freunde". /"Our Baby has already made friends"./

Spielen und lernen, 12, 1979, No. 7, pp. 22-24. 3 photographs.

The author describes the experience of one parent group from Hamburg which had developed a common educational programme for children before they were born. Under the guidance of specialists, the mothers brought together infants in small groups beginning at six weeks of age. The mothers alternated in the work with the infants, thus being also relieved to do their own work. They gradually returned to work and took turns in looking after the infants. Their experiences are very positive, a certain drawback are the costs of providing for adequate rooms and equipment. There are very many similar groups in the German Federal Republic today, their standards differ considerably. In comparison with out minicrèches these are facilities completely dependent on the parents' initiative both from the educational and material point of view.

209.FANTA, K.: Harmonické manželství - základ šťastn rodiny. /A harmonious marriage - the basis of a happy family./

Děti a my, 9, 1979, No. 1, inset pp. 1-4.
2 photographs, 1 table.

The coherence of the family and family relations is a social phenomenon whose importance cannot be denied. The family is inalienable in a number of functions, it is the resource of biological reproduction of the society. It participates in all social changes and processes. The model of the family changes with the development of the society. This is why the society and government pay a lot of attention to questions of marriage, try to influence "potential" husbands and wives, to prepare them for mutual coexistence and parenthood. In the year 1973, the government adopted a resolution on questions concerning the socialist education of the young generation based on the theory that preparation for marriage and parenthood should be the responsibility of the society as a whole. The concept of this educational system is conceived as a closed cycle beginning in early childhood - in the family, developing at school /general acquaintance with standards of cultural behaviour, thoughtfulness and lectures on selected problems/. The author further discusses the following questions: specialized preparation for marriage of adolescents considered potential husbands and wives, forms and opportunities of influencing them /individual and group counselling, discussion meetings, lecturing at secondary schools, in boarding schools for adolescents, in industrial plants, in the army, at universities and colleges, series of courses, schools for engaged couples, specialized publications, fiction, popular-instructive and cultural programmes/, survey of public opinion polls as conducted by the Institute for cultural research in Prague in the year 1977. The researchers interviewed 1.056 persons in the Czech Socialist Republic at the ages between 15 to 60 years. Some of the findings include a survey of the causes of divorces , failures of young marriages, consequences of divorces and effects on the rearing of young children.

Today, there exist services for engaged and married couples, as well as family relations - marriage and pre-marriage counselling. The author also discusses the role these socio-psychological institutions play in providing specialized aid to problem relations in the marriage and family.

210.FRANDSEN, B.: Wenn die Kinder aus dem Haus sind. /When the children leave home./

Spielen und lernen, 12, 1979, No. 4, pp. 45-46.

This is a report on the research of professor Ursula Lehr, director of the Psychological institute of Bonn University, into the psychology of ageing of women. She found that for certain types of women ageing constitutes a more complicated process than for men. These are mostly women closely tied up with their families who loose their purpose in life when their partners leave them or their children leave home. Even though their intellectual abilities are objectively better at older age than those of men, these women grow dependent and are unable to act on their own. In view of the fact that contemporary women have over 20 years of life and more left on their children leaving home, they should already start training at middle age their independence, self-sustenance as well as ability of social communication.

211. FRÝBOVÁ, Z.: Když se z andílka stává netvor. IV. Matka a dcera. /When an angel turns into a monster. IV. Mother and daughter./

Děti a my, 9, 1979, No. 2, pp. 22-24. 4th cont. 3 photographs.

This is the continuation of the discussion with Dr M. Plzák concerning the relationship between mother and daughter in adolescence. He mentions examples of normal relations between mother and daughter and the role played by father in this period, including an example of defective relations /they amount to about 10% of the total/ when not only squabble, but strong hostility arises between them. He analyzes the causes of pathological relations, including their prevention. These are relations: normal daughter-normal mother, hysterical mother-normal daughter, hysterical daughter-normal mother and hysterical daughter as well as hysterical mother. He suggests how to behave in tackling these conflicting relations in puberty and consequences of education to marriage and parenthood. The mother should foster in her pubescent daughter healthy feminine self-confidence and healthy pride, thus laying healthy foundations for her future family.

212. FRÝBOVÁ, Z.: Mámo, táto - dávejte a pomáhejte.
/Mother, Father - give and help./

Děti a my, 9, 1979, No. 4, pp. 9-11.
1 photograph.

This is an interview with Dr. Miroslav Plzák concerning the consequences of the carrying over of an unsound relationship between the parents and the child into the child's reaching adulthood. This means that long after the child reaches the age of eighteen, habits are maintained typical of the relationship parents-minor child. Dr Plzák presents practical cases of such unsound relations. It goes without saying that all that is valuable in life is created by work and exerted efforts and that nothing of quality and soundness may be created where an adult individual is pampered and spoilt. Dr Plzák also mentions the consequences for the stability of the children's marriage if their parents give them excessive material support. He suggests to parents how to behave correctly when their adolescent children start a marriage. Children should be taught that they cannot be only on the receiving end in life, that they should respect their parents and - in case of their need - they should offer them emotional and material aid in their old age.

213. GÜRTLER, H.: Kinder abends allein lassen?
/To leave children alone at night?/

Spielen und lernen, 12, 1979, No. 4, pp. 96-98.

The author, a psychologist, points out to the dangers which may arise if children are left alone at home. In addition to the danger of accident which cannot be foreseen, the more serious is the danger of occurrence of a stress situation which may damage the child's mental development. This is why she recommends to look for such solutions in which in case of the parents' absence unforseen situations can be tackled by another adult person who has the child's confidence.

214.HABIŇÁKOVÁ, E.: Výchova najmenších - vec srdca a cti našej spoločnosti. /Early childhood education - a matter of the heart and honour of our society./

Predškolská výchova, 34, 1979-80, No. 2, pp. 29-31.
3 refs.

The social, human factor plays a principal role in the successful fulfilment of the programme of educational work in crèches and nursery school. The documents of the national teachers' conference repeatedly stress the mission of the family where from the earliest age the child's relations to the society are formed, its principal moral traits and qualities.
The practice and research in both socialist and capitalist countries prove that the child's staying in a day-crèche does not adversely affect its development. The fact itself that the mother goes to work,i.e. the child is separated from the family both in space and in time, is not the most important aspect in the sense of principal prerequisites for the child's development. The general family circumstances play the decisive role, i.e. external and internal integration of the family, educational style, the parents'traits, their education and economic standards and the like.
The authors of the Programme of educational work in crèche and nursery school respected the

child's biological, social and individual needs; the Programme stipulates clearly that as early as in the crèche environment developmental irregularities should be studied and purposefully counterbalanced, both in the mental and physical spheres. This, however, represents very demanding work for the crèche personnel.

The fact that the question of social contact has been brought to the foreground of interest in contemporary theory and practice was also confirmed at the All-Union conference held in Moscow in the year 1979. It was convened to discuss the topic of the "Psychological foundations for personality formation under conditions of social education".

M.I. Lisina in her paper entitled "The influence of the family and collective facility on child personality formation" presented the results of an extensive investigation of specific prerequisites for child personality formation under different living and educational conditions. Comparisons of family and collective alternatives of education enabled her to define their specificity and to suggest some methods of compensation of their potential drawbacks.

215. HAMMER-FELDGES, M.: Das neue Kindesrecht - eine wesentliche Reform. /The new Act on the child represents a significant reform./

Der Schweizerische Kindergarten, 69, 1979, No. 2, pp. 100-102.

The author reports on the new Act on the child, which became effective on 1st January 1978. It will bring about a significant improvement in the status of children born out of wedlock, of single mothers and define anew the relationship of the father to his child born out of wedlock.

216. HENRY, R.: "Die Französin gibt es nicht!" /The French woman does not exist!/

Spielen und lernen, 12, 1979, No. 1, pp. 27-29.

The author describes the social status of contemporary women in France and comes to the conclusion that the average French woman with her problems does not differ in any respect from women in other western countries. It means that the traditional admiring attitude to women combined with chivalrous preferences typical of France has changed. The progressing emancipation has brought about many positive developments on the one hand, but on the other hand it has also deprived the woman of some privileges stemming from the romantic traditions of the 18th century.

217. HURSTEL, F.: "Carence" et "toute-puissance": La question du père./"Defficiency" and "omnipotence": The question of father./

Enfance, 1979, Nos. 3-4, pp. 227-235.

8 refs.

The author, using the casuistic method, presents a psychological characteristic of "good" and "bad" fathers, confronts it with the image of ideal father and demonstrates the functioning of this ideal on three analyzed cases.

218. CHINN, P.C. - WINN, J. - WALTERS, R.J.: Two-Way Talking With Parents of Special Children.

The Personnel Guidance Journal, 58, 1979, No. 4, p. 301.

Reviewed in : St. Louis, C.V. Mosby 1978.
195 pages.

The book is divided into three sections; it presents the basic rational principles, theory and model of affective communication with parents of children with special needs. It is also focused on the needs and problems of the family as a social system. Fifty percent of the book is devoted to the theory and process of communication, 24% to the family as an interaction system, 9% to communication models in families and 10% to the two-way process of communication. The two-way talking with parents is defined by the authors both as a system and a process.

219. JIRÁSEK, J.: Dítě v rodině a mezi dětmi.
/The child in the family and among children./
Děti a my, 9, 1979, No. 3, pp. 4-6.

2 photographs.

This is a reflexion on the child's education to orderliness and hygiene. The child needs order and consistency from the very early age; the mother is the bearer and intermediary of this order from the infant's birth. The author discusses the problem of keeping a healthy attitude to the observance of order in the family, attitudes of pedantic adults to children's education and their negative consequences. An anxiously orderly mother will restrict the child excessively, will not give it enough chance to be itself, she will not respect the child's individuality and will deform its uniqueness. The child must behave freely and individually. The author also mentions the consequences of premature demanding of hygienic habits. Correct education to orderliness and personal hygiene constitutes the gradual and unforceful building up of a whole range of habits and skills in connection with the infant's growing independent.

220. JIRÁSEK, J.: Dítě nám pomáhá při výchově.
/The child helps us in education./
Děti a my, 9, 1979, No. 3, pp. 5-7.
3 photographs.

The author discusses the child's role in family education. It becomes more than an object of education in the educator's hands in the educational process. The author also discusses the consequences of traditional authoritarian formalism when the child is reared from early age to work and obedience and recognition of only those values which are recognized by its parents and to ostententious respecting of the parents' authority. Thus they do not get the opportunity of feedback, i.e. the child's response which would supply information about the results of their educational efforts. Such a child helps neither his parents in education nor itself - it only receives and, on order, will present what has been received before. This child's mental development is not normal and later the child will have to rely on outside help. The child needs a lot of effective stimuli to develop its intellectual potentials as well as many opportunities of a free use of these data for their independent processing. It is at early age that the first forms of auto-control are created and reinforced/i.e. ways of behaviour/. Auto-controls constitute the actual objectives of any educational efforts. Education should enable the child to become an active participant in its environment and to take up its role in the social environment, for these are the basic prerequisites of the successful course of mental development.

221. JIRÁSEK, J.: Dítě se učí mluvit a myslet.
/The child learns to talk and think./

Dítě a my, 9, 1979, No. 1, pp. 7-8.

3 photographs.

The author discusses problems related to education of children to thinking and correct language expression. He mentions the influence of mother´s care on the infant´s physical and intellectual development from the earliest age /mother´s facial expression during breastfeeding, changing nappies, putting the infant to bed/. The mother should subject the infant to stimuli evoking its interest in learning the surrounding world. All activities should be accompanied by talk - active child´s talk is preceded by passive comprehension of speech. The child learns to associate perceived objects and experienced events with their word forms. Later, it will start trying to imitate words - this is the first step to building up vocabulary and language. The author further discusses problems concerning language at preschool age, the influence of the family, crèche and nursery school on the development of correct language expression. Research conducted abroad and in this country has proved that the intellectual level of preschool children and their preparedness for school are closely related to their parents' school education and personal predilections, particularly those of their mothers. An ideal of educator's art is to keep the correct proportion between necessary help given to the child in language and intellectual development and the child's spontaneous activity and initiative in the process of its mental development. The child must receive from adults what it itself would never be able to attain, i.e. a whole spectrum of stimuli of the so-called stimulation field /narration, object presentation, simply the child's introduction to the world of objects, people, events and life in nature/. This is sensitive guidance, regulation, correction, frequent encouragement, provocation, asking for imitation and concentrated observation, creating situations challenging with respect to mental activity, thus facilitating the development of abilities and skills. It is possible to recognize in very early childhood whether the child is only instructed and corrected or rather educated by means of interesting conversation, stimulating play and target-oriented narration.

222.KOCH, J.: Mámu dítěti ničím nenahradíš.
/There is no substitute for mother./

Děti a my, 9, 1979, No. 3, pp. 8-9.
3 photographs.

The author lays emphasis on the mother's irreplaceable role in feeding, breast-feeding and gratification of the infant's essential needs. As an illustration of disturbed development the author mentions the results of the experiment conducted by the psychologist Harlow with young monkeys kept in isolation without their mother /with mother substitutes of wire and rag figures/. The monkeys reared in isolation were not able to adapt to the monkey community and their inborn instincts did not function. The mother cannot be replaced by a lifeless figure; a young monkey does not develop normally without a living, caring mother. The author disagrees with the proposal to make a Wire Mother, as published in the journal Dorka in No. 3, 1979, p. 23, which could feed the infant in the mother's absence. The disadvantages are clear: the infant would have to drink whether it wanted to or not. The feeding of an infant is a complex and important event during which a number of physiological and psychological laws have to be respected. Breast-feeding and feeding in the mother's arms constitute the most favourable situation for developing positive social relations between the mother and the infant. The infant's developing relation to its mother is an important process shaping man's character. In conclusion, the author summarizes the disadvantages and negative effects of the so-called Wire Mother with respect to the infant's mental and physical development.

223. KOPŘIVA, K.: Když problémy přerůstají přes hlavu. /When problems start growing over our head./

Děti a my, 9, 1979, No. 3, pp. 3-4.
1 photograph.

The author reports on the activities of pre-marriage and marriage counselling services. Every year, two thousand new cases are added to their agenda. The number of marriages needing help, however, is much higher. The author presents a survey of problems occurring in marital life and their solutions achieved with the help of pre-marriage and marriage counselling services. They are the following problems:

1/ extra-marital relationship - unfaithfulness
2/ inadequate response to unfaithfulness
3/ jealousy of one or both partners
4/ conflicts when hysterical behaviour dominates
5/ the husband's condescending behaviour - patriarchalism
6/ relations between husband and wife and their parents

7/ sexual disharmony
8/ marital problems stemming from mental disorders
9/ conflicts concerning some particular sphere of marital life.

Experienced lawyers help with legal problems as part of the marriage counselling services. The author further presents some examples of work of marriage counsellors, including several cases successfully resolved.

224. LIFTON, W.M. - TAVANTZIS, T.N. - MOONEY, W.T.: The Disappearing Family: The Role of Counsellors in Creating Surrogate Families.

The Personnel Guidance Journal, 1979, No. 3, pp. 161-165.
21 refs.

This is a survey of changes taking place in the contemporary American family /Lifton and Tavantzis 1979/. Forty-five percent of all American children are growing up in single-parent families. The authors describe a new approach of the so-called surrogate family. This is a term used for associations of people endeavouring to offer help and support to single-parent families. The authors further discuss the following problems concerning surrogate families: research into the role of surrogate family and the importance of the role of counsellors in creating surrogate families, survey of research into single-parent and surrogate families, behaviour of children from such families during school attendance at primary, secondary schools and universities and colleges, the influence of religious institutions on these families, draft programmes for educating family counsellors and their theoretical and practical orientation, a characteristic of the main functions of family counsellors.

225. MÁROVÁ, Z.: Důležitý pracovní obor. /Important profession./

Děti a my, 9, 1979, No. 2, pp. 28-29.
1 photograph.

This is a reflexion on family education as a non-existent discipline for which there is no special theoretical or practical instruction of parents, yet it is a most important and responsible activity. The preparation of children for the modern world of super-sophisticated technology and life in this world is becoming more and more complex and challenging from day to day, The author further discusses the consequences of correct and incorrect education for the child's life, its future family and the whole surrounding environment, laying emphasis on family education in the first place. The prevailing family relations will determine the child's behaviour and attitudes to the other members of the family and also to other people in general.

226. MATĚJČEK, Z.: Opravdové tragédie. /Real tragedies./

Děti a my, 9, 1979, No. 3, pp. 13-14.
2 photographs.

The author discusses the problem of child death in the family which is a cruel interference in the parents´ personal life, in the system of their expectations, values and ideals, in the existence of the whole family. The child represents today for the family an incomparably higher emotional value than any time in the past, the young parents are much more likely today to face their agony alone and the presence of death in the world and in the human community has changed its face / in the past every individual had a much more intimate knowledge of it/. The author stresses the necessity of individual approach to personal tragedies and presents instructions how to help under such circumstances. He formulates the following principles of aid to parents at the death of their child:

1/ To pay attention to one´s own protective mechanisms and to control them.
2/ To protect the parents´ sorrow to enable them to experience it to process it positively.
3/ To give the parents an opportunity to express their feelings. It is necessary to convince them that they need not feel ashamed of

their peculiar and illogical ideas and feelings.

4/ To bear in mind that the stricken parents tend to find an immediate replacement for their child or that they will decide that they will never have another child - it is necessary to provide effective counselling service.

5/ To help reinforce marital solidarity on any occasion.

227.MATĚJČEK, Z.: Proč vlastně lidé chtějí mít děti?
/Why do people actually want to have children?/

Děti a my, 9, 1979, No. 1, pp. 5-6.

2 photographs, 3 tables.

This is a historical recapitulation of the question of mankind's future and an answer to the question why people want to have children. It was primarily the economic reason in the past. The results of a recent survey have proved that even in less developed countries emphasis has shifted from economic considerations to emotional factors - world-scale development progresses towards the psychologization and emotionalization of family relations. Emphasis is laid on the gratification of personal mental needs of adults by coexistence with children. The author further presents an analysis of the results of an investigation of 400 families with school children living in

Prague. Following are the answers to the question why people want to have children? In the first place /34 %/ it is the purpose of life, in the second /22 %/ the gratification of emotional needs, in the third /19 %/ the purpose and ties in marriage. It can be concluded on the basis of the research results that the child's value for the family differs according to its sex. The investigated group consisted of the same number of boys and girls. The author presents the results of the research into whether the sex of the infant satisfied its parents. The results of the research indicate the direction of further development in parents' systems of values.

228. **MENGE, M.**: ... Hunde klauen wär's auch nicht schlecht! /.... and to stroke dogs could also be nice!/

Spielen und lernen, 12, 1979, No. 7, pp. 8-11.

4 photographs.

The author describes experience with an unorthodox approach to spending family weekends during which initiative is completely left up to the children. Once a month, the parents voluntarily fulfil the weekend programme designed by their children. The author of this article stresses the advantages of this approach - the children learn to plan their activities, become independent, learn to show regard for others, the parents get to know better the interests of their children. Together they come to a better agreement, understanding and, last but not least, experience a number of surprises and merry events.

229. MAWSON, C.D.: Women's Centres: A Critical Appraisal and a Case Study.

The Personnel Guidance Journal, 58, 1979, No. 1, pp. 61-65.
21 refs.

Women's centres play an important role in counselling and pedagogical services, for they provide a unified approach. The author presents a critical survey of the existing women's centres and points out to key problems concerning the quality of the services, organization and financing. He also describes the model of a financially independent centre designed with the aim to solve all these problems. The author foresees that the financial independence of women's centres on federal scale will be necessary and that model centres of this type may be utilized by companies for founding their own independent centres providing comprehensive services to women.

230.MOORE, S.G.: Working Mothers and Their Children.

Young Children, 34, 1978, No. 1, pp. 77-82. 13 refs.

The employment rate of mothers in the U.S.A. is increasing /36% mothers of preschool children, 44% mothers of school-going age children were employed in 1975/. Mothers take up jobs because of growing inflation, smaller families, increasing number of single-parent families and more working and qualifications opportunities for women. This poses the problem of substitute care of children. The author of this article presents the results of research into the behaviour of children of working women /Hoffman and Nye 1974, Sale 1975 and Etaugh 1974/. He presents data on the behaviour and development of children of working mothers in the first two years of life. The research studies are of a rather individual character /dealing with a specific problem/ and do not make comparisons between the development of infants and toddlers of working and unemployed mothers. The existing literature deals with the studies of effects of day-care on the relation mother-infant and child development in general. Caldwell, Wright, Honig and Tannenbaum 1970 from the day-care centre at Syracuse University compared 30-month-old children that had been in the care of the centre for about 18 months on the average with the development of children of the same age that had been reared at home. The intensity of the mother-child relation was positively affected by going to the day-care centre /the mother devoted more care to the child in the remaining time/ and the day-care children demonstrated an increased developmental quotient between 12 to 30 months in comparison with the other children. Robinson and Robinson /1971/ also found that high-risk infants and toddlers keep up the level of development with good quality day-care, whereas children left in home care reach a lower level in Bayley mental scale around 18 months. Ricciutti /1974/ studied the role of many child-minders for one child. He found that the child had formed similar patterns of behaviour /similar relation/ to its minder as to its mother and in addition, the relation to the mother was permanent and secure for the child; the child would not give up its primary relation to its mother. The observations of Schaffer and Emerson /1963/ of 18-month-old children in Scotland proved that 39% children had focused on a primary relation to one adult who had provided basic care to them. Hazen /1978/ confirms the conclusions stemming from the above research - that infants and toddlers are able to build up a permanent relation to their minders and that day-care centres need not adversely affect the infant if adequate, good-quality programmes of education are provided and if only one adult person takes care of three to four infants.

Working mothers and children between three to four years of age: Etaugh /1974/ presented a survey of studies comparing the behaviour and development of children /three- to four-year-old/ of working and non-working mothers. The general influence on the behaviour and development of working mothers´ children was found positive. Some differences were found in the social and psychological spheres /anxiety, problems with food, bed-wetting, excessive dependence, or anti-social behaviour including aggression/. All these phenomena were transitory and further research into the behaviour and development of nursery school children proved that for most children this care played an enormous role for a successful school start.

School children and working mothers: research is most advanced for children of this age category. A survey of the research into the development and behaviour of these children indicates that there do not exist any significant differences between school achievement of children of working and non-working mothers with the exception of boys from lower, socially less privileged classes. The children of working mothers have a greater responsibility for household chores and younger siblings, they take part in various hobby clubs, recreation activities. An important factor of positive or negative development of children of working mothers is the mother's satisfaction with her work and the father's willingness to participate in household chores and the children's education. Three recent studies /Brown 1970; Dits and Cambier 1966; Frankel 1964/ indicate that the school achievement of boys from socially less privileged families is worse in comparison with those whose mothers do not go to work /it does not apply to girls/ and that their aspirations of asserting themselves in the society are also lower, for these boys show lack of respect for their fathers' jobs and are more dependent on their mothers' aid than girls. On the other hand, boys and girls show higher aspirations after education than boys and girls of non-working mothers, but they demonstrate some differences in male and female sexual roles. With the growing employment rate of women-mothers, the quality of research in this field will have to be raised and the scope of it extended and focused particularly on environment studies, part-time employed mothers, fathers' attitudes to employed women and the effects of fathers' sharing responsibilities for rearing children and household chores. This would provide many alternatives to parents satisfying both of them, which in turn would positively reflect

231a. PETKOVA, D.: Semeystvo - edin ot osnovnite faktori za formirane na lichnostta. /Family, one of the basic factors in personality formation./

Preduchilishtno vazpitanie, 1979, No. 6, pp. 8-12.

The author defines the basic characteristics and functions of the family and its status in the socialist society as well as its inalienable position in children's education and formation of child personality. The education of children at preschool age, nevertheless, cannot only be the responsibility of the family, an important role in this respect is played by nursery school and the coordinated efforts of the entire social environment.

232. ŘÍČAN, P.: Humor a výchova. /Humour and education./

Rodina a škola, 26, 1979, No. 12, p. 6.

The author stresses in his article the importance of humour in the child's life. He points out that the child should learn humour on his parents' model. Simultaneously, he points out to the risk of confusing humour and ridicule.

233.SCHICKLING - HÜNLICH, U.: Mit Freunden reists sich besser! /Travelling with friends is better./

Spielen und lernen, 12, 1979, No. 2, pp. 12-16.
6 photographs.

The author describes her experience with differently organized family holidays and presents a survey of offers existing in individual countries. These are the sharing of a holiday cottage by two families with children where the parents take turns in looking after the children, or joint holiday stays for families with daily activities organized for the children and finally, holiday stays for children organized in children's villages situated in the vicinity of recreation facilities for adults. All these alternatives are very well organized and planned, their disadvantage, however, is that they are rather costly.

234.SMITH, M.M.: How Could Early Childhood Education Affect Families?

Young Children, 33, 1978, No. 6, pp. 6-14.
15 refs.

The author discusses the new approach to preschool education in the U.S.A. The following are the characteristics of preschool education of today: extention of the spectrum of the child's knowledge, strengthening of the child's self-confidence, encouragement to inquisitiveness and initiative, improvement of verbal skills, provision of good quality nutrition, dental and health care and treatment and involvement of parents´ interest in their children´s education. The author also presents a historical survey of the objectives of preschool education between 1930 and 1960. Effective education requires time and money. Contemporary American families are trying to increase their earnings so that they do not find any time left for their children´s education. The objective of preschool education is especially to enhance the development of preschool children /cognitive, emotional, social and motor/. The strategy of preschool education involves various activities, interactions adult-child and child-child. There exist several organizational forms of preschool education implementing suitable activities enhancing child development /nursery school, family, centres of group day-care of infants, toddlers and preschool children/. There are programmes administered by the government, centres for parents with children, television centres and programmes for parents organized by the so-called home visitors. How can early childhood education affect children? The author presents a statistical survey of care provided to preschool children in the U.S.A. in the 1970´s. Most preschool children do not get adequate opportunities of development at preschool age, their parents cannot help them to obtain these opportunities. The author discusses the role society should play in assisting and encouraging parents in providing experience to their children.

The author states that support should be given to the movement for the protection of the child's rights to education, teaching and adequate environment. Counselling services should be introduced for mothers with children from the earliest age - to prevent all developmental deviations. The standards of preschool education should be raised and it should be administered by state institutions, such as in Sweden, Israel and France. Programmes of preschool education should provide good quality activities, take care of the quality of interactions adult-child and child-child and should provide adequate opportunities for the children to develop their potentials actively and to facilitate a smooth transition to school attendance.

in the child's development in the family.

231. NORDHOFF, I.: Kleinfamilie mal zwei./A small family doubled./

Spielen und lernen, 12, 1979, No. 2, pp. 25-30. 2 photographs.

This is a report on the visit of two young families living and partly managing together in one big flat. Today, around 80.000 people in roughly 10.000 households live in this way in the Federal Republic of Germany. The reasons are not only the reduction in household costs /the possibilities of utilizing all household gadgets and facilities double, which makes operation cheaper/, but also the extention of social relations between individual members, both children and adults. The members of the household visited by the author stated their very good experience after seven years' coexistence.

235.ŠMOLKA, P.: Jarní bouřky manželské. /Spring storms in marriage./

Děti a my, 9, 1979, No. 3, pp. 1-2 in suppl. 1 photograph.

The third continuation of the series of articles on harmonious marriage deals with the character of marriage today, its problems and causes of crises and the consequences of these crises - the break-up of a marriage. The experience of matrimonologists /science on marriage/ and marriage and pre-marriage counsellors indicates that there exist two major critical periods. The first is the period of adaptation to entering marriage /first to third years of marriage/, the other is the period of adaptation to changes caused by the children's growing up. The children that have so far been the focus of attention and a certain binding point in the family become independent and the parents will have to get used to this changing situation, look for new interests, learn to live one for the other. The first critical period is more serious. It is immature, emotionally exultant partners that find themselves in this crisis, partners who lack the skill and patience to overcome all problems together. A number of problems may be prevented even before marriage, especially by the partners getting to know each other to the maximum. After the birth of a child, all the positive aspects of this new situation should be used to advantage. The author also mentions the problem of the status of the wife-mother after the child's birth and the father's position in the family, pointing out that the negative consequences of this new situation should be prevented by a higher degree of attentiveness on the husband's part on the one hand and by providing at least the minimum opportunities of cultural and social life for both partners on the other hand, for example, by making use of the services of student baby-sitters. If problems arise that cannot be overcome together, the couple should look for help in pre-marriage and marriage counselling services.

236. ŠTUDLAROVÁ, K.: Zkušenosti a výsledky práce s dětmi v náhradní rodinné péči. /Experience with the results of work with children in surrogate family care./

Predškolská výchova, 33, 1978-79, No. 11, pp. 314-315.
4 tables, 1 photograph.

The author reports on the experience from work in a children's home for children under three in Kamenice nad Lipou. The personnel have built up a stable working team; wherever possible, they try to place the children in surrogate family care. In the period 1957 - 1977, 833 children came to the children's home, out of which 203 were given for adoption. The children's home personnel keep in touch with the parents of adopted children. They collected data on 107 children over seven years of age by means of questionnaires completed by the parents who answered to questions such as - what was the child´s reaction to the family, the children´s character traits, their school achievement, their career choice, the parents´ satisfaction with adoption.

The parents mostly reported on their positive experience with the children´s qualities, even though problems also appeared, such as are common in one´s own children too. Sometimes, the children did not do so well at school as expected by the parents. A hundred and two parents were fully satisfied. Out of 21 adolescents, 17 children chose apprenticeship, 4 secondary school. Two were juvenile delinquents, but they were not rejected by their parents. The social importance of adoption was thus confirmed in all above cases.

237. TV Guideline for Parents.

Early Childhood Education, 12, 1978-79, No. 1, pp. 19-20.

Parents should control the use of television by their children and should themselves lead the way in this respect. The article presents guidelines for parents how to contribute to their children's education, , concerning a critical selection of suitable television programmes, what to avoid and what to prevent, what procedures should be used, how to choose suitable programmes and how to check upon their children's watching television.

238. WALCZAK, E.: Wspólpraca z rodzicami - problemem wiodacym. /Cooperation with parents - the major problem.7

Wychowanie w przedszkolu, 1979, No. 3, pp. 157-158.

The author reports on experience with cooperation with the parents of children going to nursery school. In nearly 70% cases it is the mother who is in contact with the school, in 15% cases it is the father and in 17% cases the parents are not interested in all in contacts with the teacher. In 50% cases the initiative in this respect is on the parents' part. About half of the parents attend school meetings.

239. WALCZAK, E.: Współpraca z rodzicami - problemem wiodacym. /Cooperation with parents - the major problem./

Wychowanie w przedszkolu, 1979, No. 5, pp. 268-270.

This is the continuation of the article with the same title published in No. 3, p. 157. The author focuses her attention this time on meetings with parents during which the teachers endeavoured to raise the standards of the parents' pedagogical knowledge. She also points out that individual talks with parents constitute an important element in the relation parents-nursery school, for they represent a very important source of information for the teacher.

240. WALCZAK, E.: Współpraca z rodzicami - problemem wiodacym. /Cooperation with parents - the major problem./

Wychowanie w przedszkolu, 1979, No. 7-8, pp. 386-388.

The author points out to the fact that parents devote little attention to their children's education /employment, social committments/. Even though the parents' standards of education are relatively high, cooperation with them is difficult. One of the possible solutions may be the teacher's visits in the children's homes.

4.1.1 Parenthood education; education of parents

241. FALTIN, M.: O zefektivnení spolupráce detských jaslí s rodinou. /On making the cooperation of creches and families more effective./

Predškolská výchova, 33, 1978-79, No. 9, pp. 267-268.

Incorrect or insufficient family education has very often its roots in the parents´ lack of knowledge of the child´s development and education in early childhood. Interviews of 170 families in the Čadca district demonstrated that only 57% parents read specialized literature in this respect, whereas the remaining parents lacked information on children´s education, nutrition, clothing, becoming hardy and the like. When providing pedagogical education to parents of children going to crèches, such forms and methods should be chosen as would really help the parents in tackling specific difficult educational situations.

242. FRANK, J. - OESCH-ZURKINDEN, M.: Notwendigkeit der Elternbildung. /Necessity of educating parents./

Der Schweizerische Kindergarten, 69, 1979, No. 2, pp. 66-71.

These are guidelines and suggestions for work with parents. The nursery school teacher can orient the pedagogical education of parents in a specific direction, create conditions for exchange of experience, such as concerning the educational problems of individual parents; the teacher can also give specific advice in the field of developmental psychology, preschool education, working education and the like. The education of parents can be implemented in various forms: lectures /several times per year, concerning a topical theme/, courses /several evening sessions concerning one theme/, seminars /several themes interconnected through their contents/, discussion meetings /presentation of information, talks between parents and the teacher, exchange of experience/, visitations in nursery school and subsequent discussion. The authors further present guidelines for teachers to prepare for various themes.

243.FRÝBOVÁ, Z.: Aby se z rytíře nestal mazlíček. /Matka a syn./ /Not to make a mollycoddle from a knight. Mother and son./

Děti a my, 9, 1979, No. 1, pp. 14-16.
2 photographs, 1 fig.

The discussion on the theme Mother and son with Dr. Miroslav Plzák is continued in this article by recommendations how to develop the relationship between the mother and the son on the one hand and between the son and the farther on the other hand, from early childhood to adolescence, particularly in the period of puberty. He also discusses the problem of relationships between the son, daughter-in-law and the mother in the newly founded family.

244. GJURIČ, A.: Proč se brzy žení, brzy vdávají? /Why do they get married early?/

Děti a my, 9, 1979, No. 2, suppl. p. 4.

In marriage and pre-marriage counselling some facts come conspicuously often to light, occurring in very early marriages. What are the origins of such marriages? What are the reasons compelling young people to close by marriage a very early relationship? They are usually the following reasons: Lack of content in life, lack of objectives in life, irresponsible approach to sexual contacts, legalization of sexuality, need of emotional basis, escape from the family, elimination of loneliness, social pressures, marriage "from habit", marriage "from revolt".

245. HOHENSHIL, T.H.: Counseling Handicapped Persons and Their Families.

The Personnel and Guidance Journal, 58, 1979, No. 4, pp. 213-214.

The year 1970 became a milestone in the development of counselling services for handicapped children and adults. The principle that all persons with unequal abilities should be provided equal opportunities was anchored in state legislation /Rehabilitation Act of 1973 and Act on education of all handicapped children of 1975/.

Fourteen ammendments to this Act define the obligations of most educational, social, governmental and economic institutions. A developmental counselling pattern for handicapped persons was prepared for the training of personnel providing services to handicapped persons /rehabilitation counsellors, school psychologists and special educational workers/. The author formulates requirements placed on counselling and social and educational services provided to both handicapped children and adults. All twelve articles of this special issue of the journal deal with the problem of counselling handicapped persons.

246. HORÁKOVÁ, M.: Podiel práce detských zariadení pri výchove mladých rodičov. / Contribution of the work of children's facilities to the education of young parents./

Zdravotnická pracovnice, 29, 1979, No. 7, pp. 368-378.

In the introductory part, the author of this article explains the function of the family and its irreplaceable position in child education. Early childhood is a period of most intensive development, the principal stage of accommodation to the conditions of life, formation of the foundations of the child's personality and simultaneously a period of the highest vulnerability of the child's mental life. This is why the child's adaptation to crèche environment is of the utmost importance.

A very important role is played by the crèche nurse, her individual approach to the child to enable it to accept her as substitute mother. The latest findings of developmental psychology and early childhood pedagogy should also reflect in the education of parents. Children's crèches as educational facilities constitute the basis for parent education. They are a public educational institution and the head crèche nurse is a public official. In the environment of a housing estate, locality, plant, the crèche should become a model of a cultural, hygienically maintained and aesthetically designed environment responsible for the implementation of the system of early childhood education.

247. IVANOVA, A.: V tesnom kontakte. /In a close contact./ Doshkolnoye vospitaniye, 1979, No. 5, pp. 32-34.

The author reports on experience from the activities of a combined crèche-nursery school facility where the teachers focused their attention on physical education and they themselves actively participated in sports activities. To achieve better results, they established cooperation with parents. They used a questionnaire to find whether the children exercised during weekend and holidays, what sports equipment was in the family, what kind of sports games the child was interested in, whether the parents took the children out for walks and what did they do during the walks.

On the basis of acquired data a plan of activities was drawn up. A display of sports equipment, gear, clothing, etc. was prepared for the parents. The parents were invited to the nursery school to watch occupations in physical education and athletic activities on the sports ground. To answer the parents' questions, meetings were organized to discuss topics such as - how to equip a sports corner in the family, skiing, winter and summer sports. The parents were given descriptions of sports and locomotive games, morning exercise, literature was recommended to them. As a consequence, many parents not only devoted more attention to the physical education of their own children, but also organized locomotive games and play in the places where they lived.

248. YESINA, G.: Propaganda pedagogicheskikh znaniy. /Dissemination of pedagogical knowledge./

Doshkolnoye vospitaniye, 1979, No. 3, pp. 50-51.

The author reports on the system of pedagogical education in Korkinsk. Nursery schools organize common pedagogical education, such as parents' meetings, discussion meetings, visits in families, parents' conferences. Folders entitled "For You - Parents" have been found successful; they contain articles from the journal Doshkolnoye vospitaniye /Preschool education/, Semya i shkola /Family and school/. Parents can read this material either

in the nursery school or at home.
A school of pedagogical knowledge has been in existence for ten years now as part of nursery school No. 6. Lectures are organized once a month and are supplemented by displays. They are usually attended by about thirty people. Many of them pass over to the faculty of pedagogical knowledge at the National university of culture. The school year at the university is concluded by a conference; its agenda is focused on exchange of experience concerning family education.

249.KENNEDY, K.M. - BUSH, D.F.: Counseling the Children of Handicapped Parents.

The Personnel Guidance Journal, 58, 1979, No. 4, pp. 271-275.
41 refs.

The authors discuss problems related to counselling the children of handicapped parents /multiple sclerosis, alcoholism, orthopaedic defects/. They also discuss the following questions: the importance of the role played by the counsellor in the families of parents handicapped in this way, negative effects of the parents´ handicaps on the development of the children´s character traits in the family, nature of multiple sclerosis and effects of this disease on family conflicts /marital disharmony, financial deprivation - studies by Braham, Hauser, Cline and Posner 1975/, the child´s role in the family of handicapped parents, a survey of negative characteristics of child development. Arnaud /1959/ describes three patterns in the children of parents afflicted by multiple sclerosis /false maturity, social alienation, excessive dependence or independence/. Too much responsibility for household chores contributes to the negation of normal opportunities of socialization with peers. Increased sources of frustration may also negate opportunities of developing crucial communication skills. Each of these alterations in child personality will require specific interference by a counsellor. Olgas /1974/ suggests to combine intensified interaction with adults of the same sex with light athletics to provide positive experiences /focused on the child's healthy physical education/. The authors further present a survey of research studies dealing with recommended procedures designed for counsellors in providing help to the children of handicapped parents and in their psychotherapy. They also call for raising the quality of programmes designed to provide for the essential and continuous education of counsellors. Specific courses or training should be organized oriented on the problems of children living with handicapped or chronically ill parents.

250. KOVÁČIKOVÁ, K.: Spolupráca predškolských zariadení s rodinou a základní školou. /Cooperation of preschool facilities with the family and primary school./

Predškolská výchova, 34, 1979-80, No. 4, pp. 95-96.

This is a contribution to the discussion opened at the national Slovak conference on preschool education. Nursery school extended pedagogical education also to parents whose children did not attend it. They were invited to discussion meetings on education, to sessions with children's books. Information on the new concept of preschool education was supplemented by open-door days when parents were able to learn its implementation in practice. Another form of cooperation with parents was excercise of parents together with children, toboggan and skiing races, environmental trips.

Cooperation of nursery school teachers with first-grade teachers of primary school is implemented through exchange of experience, mutual visitations, joint participation in various festive events, visits of nursery school children in first grades of primary school.

251. LAMORE, D.: Career Counselling for Families /and Other Multi-Age Groups./

The Personnel Guidance Journal, 57, 1979, No. 10, p. 555.
1 ref.

The study presents a pattern of career counselling for families. Skills should be developed in parents to facilitate their children's correct career choice. The pattern may be adapted to other multi-age groups.

252. LYASHENOK, V.: O podgotovke roditelskikh konferentsiy. /On preparation of parents' conferences./

Doshkolnoye vospitaniye, 1979, No. 8, pp. 57-58.

Parents' conferences offer practical advice to parents and the opportunity of mutual exchange of information concerning children's education. At the same time they contribute to the raising of the specialized skills of the pedagogical staff, for during preparation for the conference they have to read relevant pedagogical literature. As a follow-up after the conference, they have to maintain contacts with parents, investigate the effects of the conference on them, whether it has contributed to improving family education. Parents' conferences are organized once a year. The agenda consists of papers delivered by teachers, presentations by parents on the education of their children, cultural presentations executed by children together with the staff of joint crèche-nursery school facilities. The agenda of the conference is determined in view of the objectives which have to be tackled. The author of this article describes several conferences and their preparation. To enable parents to learn the agenda in advance, the teachers prepare notice boards and displays for the parents before the conference, organize open-door days. The conference on the theme "Father-Educator" met with success and when the teachers found that many farthers expressed some misconceived views of women and the family, they organized the following conference on the theme "Man Receives the Best on This Earth from His Mother".

253. MALYGINA, Ye.: O nekotorikh formakh raboty s roditelyami. /Concerning some forms of work with parents./

Doshkolnoye vospitaniye, 1979, No. 3, pp. 49-50.

The author reports on experience with the work with parents whose children /about 2000 of them/ go to the crèche and nursery schools belonging to one plant. The social and age composition of the parents was investigated to facilitate the selection of effective forms of work. Workers made up 70%, other employees 30%. Sixty-seven percent parents were under thirty years of age. A quarter of the children lived in newly built houses. Pedagogical education was focused on young parents in the field of child psychology, intellectual and physical education, parents' responsibility for children's education. The first lecture was little attended and did not meet with any response.

The teachers therefore organized open-door days and individually invited parents according to their shifts. There occurred an increase in interest, attendance grew. Interest in lectures organized in the places where the parents lived was also enhanced. Lectures were combined with displays of the children's works. Later on, the parents asked so many questions that they initiated regular discussion meetings on themes determined by the parents.

A question remains unsolved how to influence those parents who are not interested, whether women's councils of the works trade union organization can help.

The works newsletter bulletin is also used for pedagogical education.

254. Ob organizatsii o soderzhanii raboty doshkolnikh uchrezhdeniy s roditelyami. /Concerning the organization and content of work of preschool facilities with parents./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 31-36.

This is a methodological letter issued by the department of preschool education of the ministry of education of the R.S.F.S.R. and the Central methodological department of the scientific research institute of schools in the R.S.F.S.R. It recommends forms of work focused on extending the contacts between preschool facilities and parents, reinforcing the mutual respect and understanding existing between educators and parents.
Individual work with parents: visits in families, especially at the beginning of the school year; individual discussion meetings with parents at the time which suits them best.
Collective forms of work: group consultations according to parents´ interest. Parents´ meetings are organized twice a year. They acquaint the parents with the objectives of the educational and teaching work of preschool facilities. Class meetings acquaint the parents with the objectives and methods of education of children of specific age. They are organized once every three months.
Conferences deal with topical problems related to family education. Many parents participate in their preparation.
Questions-and-answers evenings have also been found successful.

It is recommended to open in preschool facilities libraries of pedagogical literature for parents, to collect sets of material on various questions related to preschool education. Every children's facility should have a notice board designed for parents.

The objectives of the national education authorities and methodological centres should be the following:

1/ to systematically control the organization and content of work with parents in preschool facilities; 2/ to generalize best experience; 3/ to integrate problems of work with parents in courses designed for the further education of pedagogical personnel; 4/ to make use of the radio, television, local press for the dissemination of pedagogical education among the public.

The methodological letter is supplemented by suggestions of suitable topics for group consultations, parents' meetings and conferences and recommended literature for both teachers and parents.

255. POLÁČKOVÁ, J.: Jak seznamujeme rodiče s novou koncepcí jazykové výchovy. /How to acquaint parents with the new concept of language education./

Predškolská výchova, 34, 1979-80, No. 2, pp. 47-48. 1 photograph.

Class meetings were used to acquaint parents with the new concept of preschool education and individual types of educational activities. There was a hundred percent attendance at these meetings. Parents´doubts about the concept to be introduced disappeared, their understanding for the teachers´ work increased, mutual cooperation was reinforced. For example, at the class meetings whose agenda was on language education, the parents were acquainted with the main objectives of language education. They learned how word power was stretched and practised through play, how the children were acquainted with the meanings of different words, how they compared the qualities of various phenomena and processes and how they were taught to recognize them. The parents were also acquainted with object material and teaching aids for language teaching.

256.PRESCOTT, M.R. - HULNICK, H.R.: Counselling Parents of Handicapped Children: An Emphatic Approach.

The Personnel Guidance Journal, 58, 1979, No. 4, pp. 263-266.
9 refs.

This is a study on the problems related to counselling parents of handicapped children. The most critical moment in the parents' life arises when they learn of their child's handicap and at the time when they decide for medical, rehabilitation and counselling aid in the education of the handicapped child. The authors define the role of the counsellor in providing help to parents, the necessity of knowledge of the needs and feelings of the parents of handicapped children. The authors further discuss the importance of the counsellor's role in psychotherapy and the tactful guidance of the parents of handicapped children, laying emphasis on the high quality of pedagogical, psychological and specialized training of counsellors for the parents of handicapped children.

257.Rodina - základ společnosti. /Family - the basis of society./
Učební pomůcky ve škole a v osvětě, 1978-79, No. 9, p. 142.
This is a colour film consisting of 22 pictures with a methodological and accompanying text designed as a teaching aid for education to parenthood in civics subjects in primary school. It explains the function of the family as the basic social unit, analyzes in detail its economic, educational, protective, emotional and biological functions and deals with the mutual relations existing between individual members of the family.

258.RONDAL, J.A.: "Maman est au courant": une étude des connaissances maternelles quant aux aspects formels du langage du jeune enfant. /"Mummy is up to date": a study of mother knowledge of the aspects of formation of the infant's language./

Enfance, 1979, No. 2, pp. 95-105.
2 tables, 15 refs.

The Canadian professor Rondal bases his experiment on the experience that when the infant starts to learn talking, the adult will use a simplified language to talk to it. He has put himself three question in this connection: 1/ How does this adaptation affect the infant's language development? 2/ What variables determine this adaptation? 3/ What theory should be created in this respect to be in agreement with developmental psycholinguistics? A questionnaire was used in the experiment. The results were statistically processed and they demonstrated that the mothers´ knowledge of infant language development were correct in 80 percent.

259. SALVOVÁ, L.: Jesle a rodiče. /Crèche and parents./

Predškolská výchova, 33, 1978-79, No. 11, p. 316. 1 photograph.

Crèche personnel find that some mothers do not educate their children well, whether from ignorance or indolence. This is why they individually talk to them either in their families or in the crèche and give them advice how to handle their children. Together with a paediatrician they organize discussion meetings for parents with the showing of films on becoming hardy, prevention of neuroses, on parents´ incorrect approaches to specific educational situations and the like.

260. SCHEUFLEROVÁ, R.: Výběr partnera. /Choice of a partner.´

Děti a my, 9, 1979, No. 2, p. 1 in suppl.

This is another continuation of the series on harmonious marriage devoted to the choice of a partner. It presents an analysis of questionnaires designed within the framework of pre-marriage education and education to parenthood in the years 1975-1977; they were completed by apprentices and students at the ages between

15-18 years, 18-25 years and from 25 years onwards. The biggest contradictions between the required ideal qualities of the partner and those believed desirable were found in the group from 25 years. It was found that the contradiction between the image of what was expected as desirable behaviour and qualities and the actually required qualities was significantly smaller in men than in women. This is evidently the source of women´s disappointment in the first years of marriage. Nevertheless, preferences over qualities when choosing a partner do not constitute the entire selection process. The choice of one´s life partner also involves other attitudes. Young people tend to choose their life partners spontaneously. The cause of this selection is an intuitive and almost physical feeling of togetherness and closeness. It is a moment when children find their parents´love wanting, they need more love, more recognition than offered by their original family environment.

Further research in this field should focus on the origins of preferences of desirable and undesirable qualities, how these images become a real part of an adolescent´s personality, what are the behaviour patterns of the choice of a partner governing contemporary youth and how they differ from the patterns of the parent generation and what will be the behaviour patterns of our children.

261. SCHÖCHLIN, T.: Bestandsaufnahme des Ist-Zustandes bei einer Gruppe von Kindergärtnerinnen. /Investigation of the existing situation in one group of nursery school teachers./

Der Schweizerische Kindergarten, 69, 1979, No. 2, pp. 77-79.
2 charts.

The author reports on the results of a questionnaire designed to investigate the existing situation in work with parents. The questionnaire was completed only by 23 out of 48 investigated teachers. The author believes that these teachers are more interested in work with parents than those who did not return the questionnaire. The most frequent form of cooperation are parents´ evenings and festivals. The question -how the teachers were prepared for this kind of work - was answered by most: not well. Seventy-seven percent of the teachers are interested in further education in this field. Conclusions: teachers´ education in this respect should be revised; courses should be organized concerning cooperation with parents.

262. SCHÖCHLIN, T.: Eigene Anregungen und Gedanken zur Elternarbeit. /Some suggestions and reflexions on work with parents./

Der Schweizerische Kindergarten, 69, 1979, No. 2, pp. 75-77.

On the basis of her own experience, the author, a teacher, comes to the conclusion that work with parents does not only mean the conveying of pedagogical knowledge and skills, but also mutual learning, building up an atmosphere of trust. The teacher should get to know the life of the locality, to participate in public events.

263. SCHÖCHLIN, T.: Erwartungen an die Zusammenarbeit Kindergärtnerin - Eltern und die damit verbundenen Schwierigkeiten. /What is expected from cooperation between a nursery school teacher and parents and related difficulties./

Der Schweizerische Kindergarten, 69, 1979, No. 2, pp. 71-75.
1 chart.

The author reports on the results of a questionnaire designed to investigate the existing forms of work with parents. Parents do not wish organized open-door days. They ask for the possibility of visiting the nursery school when they are free and feel like it. Sixty-four percent of the parents ask for parents' evenings to be organized four times a year. Most of them ask for interviews and information on educational questions. They do not want any specific hours designed for talks with the teacher, they wish to meet her occasionally, when the need arises.

Almost all the parents are willing to cooperate with the nursery school, many of them are ready to participate in various events. They want to get to know better other parents and children, as well as the activities of the nursery school.

In conclusion, the author suggests to set up a working group of teachers who would prepare, conduct and evaluate individual events with parents, to create a teachers´ counselling service for the parents.

264.SCHULZ, W.: Bestseller fürs Liebesleben. /Bestsellers for love-making./

Spielen und lernen, 12, 1979, No. 3, pp. 33-36.

The author evaluates handbooks designed for instruction of young couples in the field of sexual relations in the last fifty years. He states that they do not change significantly and that they mostly cannot embrace the entire complexity of this question and to put it in relation with the general way of life of contemporary young people. He positively evaluates as an attempt at a new approach the work by R. Boschmann and G.Hunold published in the 1970´s, which approached these questions with unorthodox frankness, but also with tact.

265.STRAKOVÁ, M.: Sexuální vývoj dítěte. /Child sexual development./
Děti a my, 9, 1979, No. 4, pp. 18-19.
2 photographs.

Normal sexual development of the child is determined by the presence of correctly developed sexual glands. The author presents a survey of developmental defects in both sexes and their treatment. She also discusses the onset of puberty and related problems in the sexual sphere. Today, the onset of puberty is earlier /10-12 years in girls, 12-14 years in boys/. She points out to the necessity of an early enlightment by parents. In cases of late puberty, the parents are advised to consult a physician and a psychologist in time. Puberty involves a number of character changes /disorderliness, loutishness, excessive sensitivity, revolt/. The parents must not lose the trust of their children and must maintain the family as a supporting base for the child under any circumstances. Problems related to sexuality /masturbation, early pregnancy, abortion/ should be tackled by a complete enlightment, by pointing out to the risks of sexual intercourse and the methods of contraception. Parents should guide their children and teach them not not show off their feelings in the public.

266. SHILOVA, N.: Kak my rabotayem s roditelyami.
/How we work with parents./

Doshkolnoye vospitaniye, 1979, No. 12, pp. 54-57.

A nursery school headmistress describes a less common form of cooperation with parents, visits in families. Their objective is to learn the conditions existing for the child's education in the family. The teachers prepare carefully for such a visit: they will evaluate the child's behaviour in the nursery school, read the conclusions made on the last visit. Records of the visits are kept; they not only state facts, but also, and primarily, contain the plan of further procedures in the child's education. When talking with the parents, the teacher will depart from positive statements, will inquire about any specific features of the child's development, what are the child's interests, what are its household chores, etc.

The yearly plan of cooperation with parents consist of the main objectives and tasks of educational work to be developed into the themes of discussion meetings, consultations and practical assignments for parents. The nursery school teachers plan displays of the children's works, topics to appear on notice boards, open-door days.

267.ŠÍPOVÁ, J.: Citové zrání. /Affective maturation./

Děti a my, 9, 1979, No. 3, pp. 24-26.
3 photographs.

The author discusses the problem of developing the most valuable human affection - love - from early childhood up to adolescence. The child will be endowed with the essential affective qualities by its parents through their mutual relations and the child's relations to its parents. The ability to maintain a relationship, to appreciate the qualities of one's life-long partner - a person will learn this in those relations which are usually preludes to marital love. It is their quality, depth and genuineness that will determine whether a person will learn to love to such an extent as would enable the fund of his or her love to endure throughout his or her mature age up to old age. The period of maturation is characterized by the development of various forms of emotional relations and adults sometimes do not correctly estimate their impact on the development of the affective fund of the child. The author suggests how to tactfully guide the child in this period.

The author further summarizes the forms of emotional relations in this period and includes guidelines for parents how to provide help and advice to their child in love, how to develop and protect its emotions by one's own behaviour in the family.

A genuine love which will stand the test of time requires of necessity a deep knowledge of the other person, for it will make it possible to like even his or her faults, as the partner will understand them and will know where they originate.

268. VASELYEVA, V.: Ustniy zhurnal - odna iz form raboty s roditelyami. /Oral magazine - one of the forms of work with parents./

Doshkolnoye vospitaniye, 1979, No. 5, pp. 61-62.

The author reports on experience with an interesting method of pedagogical education carried out by one nursery school. These are discussion meetings organized once every three months. The teachers prepare for them the texts related to individual themes, object material, such as sketches, photographs and the like. They also use articles from specialized journals and supplement them by cases from their own experience. Various specialists are also invited to participate in these discussion meetings, for example, lawyers, doctors, teachers, writers, etc.

269. YURA, M.T.: Parent Involvement Project.

The Personnel Guidance Journal, 58, 1979, No. 4, pp. 290-292.
1 ref.

This is a description of the project designed to provide help to the parents of handicapped children in West Pennsylvania. It contains the programme of eight lectures designed for a group of parents of handicapped children. The author discusses the advantages stemming from an organizational provision of education of parents of handicapped children in groups.

4.2 Personality of educator

270. ACHERMANN, D.: Der Erziehungsstil der Kindergärtnerin. /The educational style of a nursery school teacher./

Der Schweizerische Kindergarten, 69, 1979, No. 1, pp. 5-6.

The teacher´s attitude to the children determines the atmosphere prevailing in a nursery school. The teacher´s style of work is affected by social norms which originated in the past and which are changing today with respect to the future. The teacher´s style of work is also affected by the latest scientific findings, as well as by his or her former education, personal experiences, awareness of belongingness to a specific generation, his or her world outlook.
The contemporary time requires such an educational style as will enhance the development of child personality and will enable the child to find its place in the children´s community. The child should be given enough scope for its play and activities and at the same time it should be taught to acquire the existing norms of behaviour. The nursery school teacher should be aware of the factors affecting his or her educational style, should be interested in public life, latest

findings of pedagogy and psychology. The decisive role, however, will be played by his or her love of children, ability to win their confidence.

271. Ärlighet och självkännedom nödvändigt för fostran i förskolan. /Just judgement and knowledge of oneself - these are the qualities required from a preschool facility educator./

Förskolan, 62, 1979, No. 4, pp. 15-18.
3 photographs.

Children come to preschool facilities and meet adults with different origins, character traits and attitudes to children or knowledge. An ideal environment in this respect does not exist; nevertheless, it should be the teacher´s duty to regularly evaluate his or her own behaviour, attitudes and role he or she plays in the children´s lives. Reasonable limits and norms should be defined for the children which should not be out of agreement with requirements placed on the children by their environment in the future.

272. ENEVA, G. - KOMISARENKO, T.: Vliyanieto na uchitelkata varkhu povedenieto i vzaimootnosheniyata na detsata. /The teacher's influence on the behaviour and mutual relations of children./

Preduchilishtno vazpitanie, 1979, No. 7, pp. 14-17.

The child is influenced both by other children and by adults. The authors carried out small-scale experiments in a nursery school to investigate whether there existed a correlation between adults' behaviour to children and children's behaviour in a children's collective. They state on the basis of these experiments that adults' authority with pre-school children is unlimited. They generalize their conclusions made from these experiments and focus them on help to nursery school teachers.

273. GALANOVÁ, A.: Kvalitativny rozbor individuálneho kontaktu sestra-dieťa počas výchovného zamestnania. /A qualitative analysis of the individual contact between crèche nurse and child during an educational occupation./

Predškolská výchova, 34, 1979-80, No. 3, pp. 59-61.
2 tables.

The author reports on an analysis of the individual contact between crèche nurse and child during an educational occupation. Six qualified nurses with long practical experience were chosen for the experiment. Observations were carried out during the morning, each nurse worked with four children on the average, at the ages between 12 to 33 months.

The nurses´verbal and social behaviour was recorded in writing. The objective of the occupations was to develop manipulation skills. The nurses´ expressions were divided into the following categories: 1/ comments on their own activities, 2/ comments on the child´s activities, 3/ stimulation of the child to activities, 4/ encouragement of the child to language expression, 5/ repetition of the child´s language expression, 6/ stimulation of a joyful mood, 7/ praise, 8/ reproach, 9/ prohibition, 10/ songs and rhymes.

Detailed results are summarized in tables. They indicate that the children were adequately stimulated for the development of manipulation skills. The nurses commented both on their activities and the child´s activities. The nurses´ emotional behaviour was oriented only on some selected children; there were not enough stimuli for language expression. An adequate pedagogico-psychological guidance of the nurses could eliminate the legging behind of children placed in children´s institutions.

274.HOTTINGER, U.: Kindergärtnerin heute.
/The contemporary nursery school teacher./

Der Schweizerische Kindergarten, 69, 1979, No. 1, pp. 2-3.

Requirements placed on nursery school teachers are increasing. Education of young children has become the focus of attention of the public. The science on education brings help, but also insecurity. Correct conclusions should be derived from new findings. The value of individual educational objectives awaits clarification. Educational programmes should be oriented more on practice and on the child. Nursery school teachers should cooperate in the new orientation of preschool education. The style of education is changing, emphasis is laid on democratic education which takes into account the child's views and will; opinions of the relationships existing between an individual and a group are being re-defined. Independence as a basis for the child's social maturation is required more purposefully than ever.

Nursery school teachers must have a profound and extensive education to be able to cope with the new objectives; they will also have to continuously educate themselves.

275. MIOCH STANOYEVICH, N.: Rezultati enkete o stvarelashtvu predshkolskog deteta medyu vaspitachima. /The resylts of a questionnaire on preschool-age children's creativity completed by teachers./

Predshkolsko dete, 1979, No. 1-2, pp. 151-154.

The author reports on a questionnaire completed by 80 educators from Beograd nursery schools. He mentions some of the questions answered by the teachers, various opinions of these questions as expressed by the teachers and some of the most interesting answers.

276. Napiš pohádku. /Write a fairy tale./
Zlatý máj, 23, 1979, No. 2, pp. 90-94.

This is a reflexion on the results of an experiment conducted with the students of a pedagogical school aged sixteen to eighteen. The author of this article states and illustrates on examples that with very few exceptions the students did not manage to write the fairy tale. The literary attempts were of a markedly projective nature. Tales from the animal kingdom alternated with efforts to parody classical fairy tales and partial, relatively witty attempts close to the so-called modern fairy tale. Most of these literary attempts were afflicted by didacticism and constituted painful story-telling burdened with sermonizing.The author of this article puts himself a question where have the students' experiences of classical tales gone that it is not possible to rewake them even in childhood memories. The laws of causality in these literary attempts determined action and no place was left for the miraculous qualities of people and things.

277.RATYŃSKA, H.: *Rozmowa z doc dr Jadwiga Walczyna.* /Interview with docent Dr Jadwiga Walczyna./

Wychowanie w przedszkolu, 1979, No. 10, pp. 487-491.

This is a portrait - in the form of an interview - of the Head of the department of pedagogy of pre-school education at Warsaw University. Dr Jadwiga Walczyna talks about teachers′ education to which she has devoted most of her working life, especially to work at Warsaw University,where she has co-operated with such prominent personalities of the Polish science as, for example, Professor Suchodolski.

278.SAWICKA, A.: *Przedstawiamy Mirosławe Masak z Mragowa.* /Introducing Mirosława Masak from Mragow./

Wychowanie w przedszkolu, 1979, No. 6, pp. 296-298.

This is the portrait of the nursery school headmistress, who has worked in this field for 18 years. The nursery school she administers belongs to model schools for several reasons /the décor of rooms, teaching staff, children′s sports activities and the like/.

279. SAWICKA, A.: Sabina Mesojed swoje źycie zwiazała ze Szczytnem. /Sabina Mesojed who has committed her life to Szcytno./

Wychowanie w przedszkolu, 1979, No. 7-8, pp. 364-366.

This is the portrait of Professor Sabina Mesojed, who has educated a great number of nursery school teachers. It also mentions her contribution to the making of puppets and puppet theatre. Even now, retired, she continues to devote her time and efforts to this passion.

280. SEDLÁČKOVÁ, J.: Osobnost učitelky. /The teacher personality./

Predškolská výchova, 33, 1978-79, No. 3, pp. 78-79.

The nursery school teacher should educate children with love and affection, encourage children's activity and initiative, foster in them a desire to learn. The teacher should get to know his or her children well and to devote individual care to them within the framework of collective education.

281.SUCHDOLSKI, B.: Rola nauczycieli w wychowaniu dla pokoju. /The teachers role in education for peace./

Wychowanie w przedszkolu, 1979, No. 6, pp. 284-288.

This is a broadly conceived essay by the well-known philosopher-pedagogue, who bases his concept of education for peace on traditions of world and Polish philosophy laying emphasis on human rights as the basis for respecting the rights of nations. He illustrates his statements by quoting from the works of the Polish scholar of the 18th century, Staszyc, which remain topical even today. He points out that the importance of public and school education is increasing today.

282.TUSZYŃSKA-CHECHŁACZ, B.: Irena Zgrychowa wspomina. /Irena Zgrychowa's recollections./

Wychowanie w przedszkolu, 1979, No. 3, pp. 127-130.

The author of this article introduces Irena Zgrychowa, prominent pedagogue in the field of nursery school education. It is actually an interview with the pedagogue, who remembers her own study before the war and further recalls in detail her activities in the post-war period and describes her work at the present time when she has already achieved the retiring age.

283. TUSZYŃSKA-CHECHŁACZ, B.: Rozmowa z Elżbieta Bartczak - wizytatorem KOiW w Lublinie.

/Interview with Elżbieta Bartczak - inspector in Lublin./

Wychowanie w przedszkolu, 1979, No. 5, pp. 244-247.

The interview paints a portrait of the well-known pedagogical inspector, who has committed her life to activities in the field of nursery school. She tells how and by whom she was influenced in making her decision to work in this field. She also confesses her interest in nature which is closely linked with her pedagogical activities.

284. WARDAGA, M.: Jadwiga Ostolska - znany w środowisku pedagog. /Jadwiga Ostolska - a well-known pedagogue./

Wychowanie w przedszkolu, 1979, No. 9, pp. 441-443.

This is a portrait of the nursery school headmistress in the form of an interview. She describes her study, talks about her work, cooperation with parents and other social institutions and finally, she mentions her working plans.

285.ZŁOTEK-ZŁOTKIEWICZ, A.: Jak pracować s małym dzieckiem. /How to work with a young child./

Wychowanie fizyczne i higiena szkolna, 1979, No. 6, pp. 172-174.

The author recalls the pedagogical heritage of J. Korczak and bases her reflexion upon it. She enumerates the qualities desirable in an educator. She points out that a young child must feel itself everywhere /in the classroom, gymnasium hall, etc./ "at home". We must get to know the child well in order to understand it. An educator must continuously work to improve his standards.

4.2.1 Educators´ education

286.ALYABYEVA, A.: O samoobrazovanii vospitateley. /On the self-education of nursery school teachers./ Doshkolnoye vospitaniye, 1979, No. 7, pp. 29-30.

The author, a headmistress, reports on her own experience. She has always seen to it that the teachers´ further education should be developed in three directions: ideo-political, specialized and cultural. At the end of the school year, each teacher chooses a specific problem to work on, including the relevant literature for independent study. During the following school year, the headmistres observes how the teachers´ studies reflect in their work in practice. She will analyze with individual teachers the results of the new methods of work and acquaints with them also the remaining teachers. It has become a matter of principle that a teacher, prior to testing a new method of work in practice, developed on the basis of the literature she has read, will discuss it first with either the headmistress or another teacher. At pedagogical meetings the teachers discuss the results of their work, thus making the findings of individual teachers available to all the other colleagues.

The headmistress also follows how the teachers spend their leisure time. Once every three months the local librarians visit the nursery school to make a presentation on the work of a specific author. The teachers then read the author's works and discuss them. They learn musical compositions in a similar manner.

287. ANTONYU, I.: Podgotovka k letney pedagogicheskoy praktike na sele. /Preparation for summer pedagogical practical experience in the country./

Doshkolnoye vospitaniye, 1979, No. 6, pp. 69/70.

Pupils of pedagogical schools come to agricultural cooperative facilities for children for six weeks in the summer to acquire practical pedagogical experience. They prepare for this work during the whole school year. Under the guidance of teachers of pedagogy, they draw up plans of work in the summer months different from those they usually come across during their practical training in teaching nursery schools. They prepare material for work with parents, supplementary material for creative play, aids for didactic games, albums of illustrations for individual topics, they choose rhymes, fairy tales and songs concerning individual themes. Work progress in preparation of this material is periodically checked.

288. ARCHAZHNIKOVA, L.: O muzykalnoy kulture vospitatelya. /On the musical quality of the nursery school teacher./

Doshkolnoye vospitaniye, 1979, No. 1, pp. 61-65.

The nursery school teacher should be an active assistant to the music teacher and, if necessary, he or she should be able to substitute her and to conduct occupations in musical education. The teacher will reinforce and practise what the children have acquired in occupations in musical education. He or she will help the musical education teacher in individual work with children, will conduct occupations in musical education with small groups of children.

The musical preparation of the nursery school teacher makes up a complex musical cycle comprising singing lessons, individual teaching of piano playing, methodology of musical education, rhythmics and choreography.

Pedagogical schools open hobby clubs, such as of choir singing, accordeon orchestra, playing of folk instruments, violin orchestra, guitar playing, opera ensembles practising operas for children, etc.

289.BORSHANSKAYA, B. - BRUSNIKOVA, G.: Olimpiada po doshkolnoy pedagogike. /Olympic games in pedagogy./

Doshkolnoye vospitaniye, 1979, No. 9, pp. 74-75.

2 photographs.

The first Olympic games in preschool pedagogy were held at pedagogical schools in Moscow in the year 1979. Their objective was to encourage the pupils' interest in pedagogy and to foster in them the skills to apply acquired knowledge in practical work. The ministry of school education of the U.S.S.R. has decided that in the future these Olympic games will be organized in all pedagogical schools.

The 1979 Olympic games were organized locally first and the three best pupils advanced to the municipal round. The entrants were asked to reply in writing to questions concerning the history of preschool pedagogy, to draw up a plan of making children acquainted with their home town and to find the correct solution of a specific pedagogical situation in the life of a nursery school.

The works were evaluated by a jury according to the following criteria: scientific and factual correctness of the answers, logic of deductions, degree of independence, expression of creativity in solving the pedagogical situation. Five marks were used in the evaluation. Some works reached outstanding standards. The teachers learned in this way not only the achievements of their work, but also realized the shortcomings and the possibilities of their elimination.

290.BRITZ-CRECELIUS, H.: Die Kleidung der Kindergärtnerin. /The nursery school teacher´s clothing./

Der Schweizerische Kindergarten, 69, 1979, No. 3, pp. 131-134.

The nursery school teacher´s clothing should not only be practical, comfortable and easy to clean, but should also positively affect the child. The child likes soft fabrics, bright colours, long skirts. It is wrong to wear white smocks when working with children, as it is done in some hospitals.

291.CRISCI, E.: Quale "tono" nel rapporto educativo? /What "tone" in an educational relationship?/

Scuola materna, 67, 1979, No. 5, pp. 287-291.

The child´s positive relationship with an educator will determine its attitudes in the future. The child´s personality is dynamic and plastic, the educator is able to shape it on intellectual, affective and operative levels. The author deals with self-education and co-education. The educator should discover both rational and instinctive attitudes to a group on the basis of respect for the values of others and should overcome the barriers of various prejudices.

292. Časopis V mire knig o dětské literatuře. /The magazine V mire knig on children´s literature./

Zlatý máj, 23, 1979, No. 7, p. 435.

The article reports on the interview on the pages of the Soviet magazine V mire knig /1979, 6/ with the Italian writer Giani Rodari on his book The Grammar of Phantasy, subtitled An Introduction to the Art of Making Up Stories. The book has had several editions in Italy, it is very popular and practically serves as a textbook for teachers and other specialists engaged in pedagogy and children´s psychology. It is also used in some college seminars. The Grammar of Phantasy was also successfully translated into Russian.

293. DENISENKO, O.: Iz opyta raboty po rukovodstvu pedagogicheskoy praktikoy. /Experience with administering pedagogical practice./

Doshkolnoye vospitaniye, 1979, No. 1, pp. 58-61.

There are seven pedagogical schools training nursery school teachers in Moscow. Since several teaching nursery schools are allocated to each of these pedagogical schools, it is not possible to choose only the "ideal" ones for this purpose. The author of this article describes the cooperation of the teaching staff of the pedagogical schools with the pedagogical personnel of the nursery schools; the objective is to achieve the highest possible standards of pedagogical practice. The author presents the yearly plan of work of pedagogical school No. 7, including the respective teaching nursery schools, containing the following assignments to be sulfilled in the successive months: at the beginning of the school year the pedagogical personnel of the nursery school will be acquainted with their rights and obligations related to pedagogical practice, they will become acquainted with the plan of pedagogical work for the whole school year, they will take part in seminars organized for methodology teachers at pedagogical schools, participate in conferences concerning the results achieved in pedagogical practice. The teachers of methodologies of individual subjects will organize for the teachers of teaching nursery schools model occupations in their respective subjects.

The statements of the pedagogical school pupils confirm that well-organized pedagogical practice helps them understand the work of the nursery school teacher and enhances their interest in it. The article also contains several decrees related to pedagogical practice.

294. DUDZIŃSKA, I.: Rola hospitacji w doskonaleniu pracy nauczyciela. /The role of visitations in perfecting the teacher's work./

Wychowanie w przedszkolu, 1979, No. 9, pp. 444-446.

The author points out that the main purpose of visitations is the analysis of principal problems and difficulties of teachers aimed at achieving a more profound teacher training.

295. FORRAI, K.: Zenei nevelés - zenehalgatással. /Musical education with listening to music./

Óvodai Nevelés, 32, 1979, No. 9, pp. 320-323.

A composition of a high artistic value will shape the child's sense of aesthetical experience. The author of the article discusses the selection of suitable musical compositions for the children to listen to, including the harmful effects of popular and dancing music on the development of the sence of aesthetics. Suitable interpretation of music will enhance the ability of perceiving it. There is a difference between listening to music on records and the teacher's interpretation. The author also stresses the educational importance of school concerts. The teacher's musical education is an important prerequisite for his or her being successful in teaching musical education.

296.FRIEDMAN, J. - HAUSER, A.L.: Developing a Teacher Resource Center for Preschool Educators.

Young Children, 34, 1978, No. 1, pp. 28-32.
2 figs., 2 tables, 1 ref.

The Association for the education of preschool children in Chicago built in 1976 the Teacher Resource Centre for Preschool Educators. Its objective was to instruct them how to make teaching aids from cheap materials for preschool education. The reason were the ever increasing costs of materials from which teaching aids were made, which had lead to inadequate supplying of nursery schools, thus to hampering the programmes of preschool education. Chicago had already developed a number of such centres for elementary schools; a plan was drawn up to develop the first teacher resource centre for preschool educators in 1975-1976. The Centre organizes long-term and short-term courses, provides loans to teachers to buy cheaper materials and lends to them books and journals from its reference library. A coordinator was appointed to administer the Centre; he organizes Saturday workshops, workshops-on-wheels and supervises the buying of teaching aids and supplies from industrial plants and investigates the possibilities of financing them. The Centre functions so as to make materials and aids immediately available; samples of teaching aids are displayed and classified according to the subject or activity for which they are designed /figs. 1 and 2/. Originally, the Centre was open once a week in the afternoon and once a month on a Saturday; now it provides services several times a week in the afternoon and practically every Saturday. The services of the Centre are used by nursery school headmasters, day-care personnel, university students and high school home economics students. In the course of the first year of its activities, the Centre developed its own programme and services including:

1. A shopping centre for teachers. 2. Saturday workshops. 3/ Workshops-on-wheels. 4/ A lending library. 5. A reference library.

The shopping centre for teachers enables to purchase materials for making teaching aids in the form of hire-purchase and for reduced prices. It also provides to teachers methodological publications with 10% reduction in prices.

Saturday workshops concern mathematics, natural sciences, language, motor and perceptive development, making of puppets, musical instruments and aids for summer activities. They are divided into the theoretical and practical sections: lectures and the making of one's own teaching aids.

Workshops-on-wheels have the same contents as Saturday workshops with the exception that the Centre personnel visit teachers in the place where they are active during teaching breaks or their time off, thus providing for the teachers' cheaper education on the spot /25 dollars/.

The lending library provides three types of aids for nursery schools: pictures, fairy tales and stories on flannel boards and teaching aids for curricula.

The reference library provides teachers with methodological publications, books to develop individual activities. It publishes reviews of publications available, journals and stencil copies provided by the Centre.

297. HEFTI, H.: Elternarbeit in der Kindergärtnerinnen-ausbildung. /Work with parents in nursery school teacher training./

Der Schweizerische Kindergarten, 69, 1979, No. 2, pp. 79-82.

The author, headmaster of a school for nursery school teacher training, reports on integrating the problem of work with parents into curricula, especially in the subject of methodology. These are methods designed for adult education, forms and methodology of work with parents. The pupils train this material in practice from the second year /drawing up a letter for parents, etc./. In the third year, when always two pupils at a time come for continuous practical training in one nursery school, they will prepare together and execute a discussion meeting with parents. As illustrations, the author presents the experience of two pupils.

298. JANÁČKOVÁ, J.: Zavádění nové koncepce do praxe v okrese Most. /Introducing the new concept into practice in the Most district./

Predškolská výchova, 33, 1978-79, No. 4, pp. 119-120.

Ninety percent teachers have been re-trained for work according to the new concept. Demonstration visitations are organized for teachers in addition to lectures. Teachers supplement acquired knowledge with independent study of methodological material.

299. YEGOROVA, V.: Rabota s molodymi vospitatelyami. /Work with young teachers./

Doshkolnoye vospitaniye, 1979, No. 8, pp. 25-26.

The author of this article reports on experience with introducing new teachers to practical work. The headmistress will acquaint the beginner teacher with the traditions and the existing state of development of nursery school. The first pedagogical meeting at the beginning of the school year will be used as a festive occasion for handing over to the teacher her work book. To help the beginner teacher establish contacts with parents, she will visit her department at the time when parents come to pick up their children; she will introduce the teacher and see to it that her authority should be respected. The headmistress will observe the young teacher's work on various occasions, will talk with her, give her advice, appreciate positive aspects of her work.

On the other hand, though, the headmistress will be demanding with respect to working discipline. Beginner teachers will also be engaged in work in the methodological section of the nursery school, participate in seminars focused on the acquisition of practical skills.

Independent study constitutes an effective means of further education. The headmistress will recommend relevant literature; she will also prepare conditions for the teacher to be able to apply the acquired theoretical knowledge in practice.

300. YEGOSHINA, Ye.: Vospitaniye u uchashchikhsya lyubvi k profesii. /Educating pupils to love of their profession./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 69-72.

The author reports on experience with extra-curricular educational work. Its prime objective is to educate to enhance interest in the pupils' career. This work is implemented by the form-master. In the first year, pupils become acquainted with the traditions of the pedagogical school. Pupils in the highest grades prepare for beginner pupils discussion meetings to discuss topics such as "School, my home, we are its caretakers". Teachers of merit participate in discussion meetings with pupils and talk about their work, the prospects of raising qualifications, acquaint pupils with the state of development of preschool education in the place where they live. At the same time, in classes, pupils will learn the role played by the educator in child education and requirements placed on his or her personality.

In September, pupils will subscribe to pedagogical journals and become acquainted with the school library. They will enroll in various hobby clubs. During vacations, while doing practical pedagogical work in the places where they live, they will be set the assignment of preparing several characteristics of their children; these will be evaluated by the form-master, who will derive specific assignments from them for individual pupils. During the school year, pupils are in continuous contact with nursery schools, help to make teaching aids, teach children to ski, help in preparing celebrations and the like.

Pupils prepare notice boards with brief political information to acquire the necessary organizational and practical skills.

The article is supplemented with an example of a plan of extra-curricular activities including the kind, deadline and person responsible.

301. KORNEYEVA, L.: *Iz opyta raboty metodicheskikh obedineniy.* /Experience from the work of methodological associations. /

Doshkolnoye vospitaniye, 1979, No. 5, p. 17.

The Head of a methodological association reports on its activities. Meetings of the methodological association take place in individual nursery schools. The are organized according to specific topics. For example, the topic "Preparing desirable conditions for an all-round development of personality" was supplemented with a display of toys, teaching aids and books for children. The topic "Children's gardening" was supplemented with occupations during which children planted string beans. Literature is recommended for every topic. Teachers are acquainted in advance with the topic of the next meeting so as to be able to prepare for it. The Head of the methodological association visits nursery schools to investigate how the activities of the methodological association affects practical work.

302. KÓSÁNÉ, ORMAI, V.: A pedagógusképzők tankönyvei a nehezen nevelhető gyermekekrol. /A textbook designed for pedagogical institutes and unmanageable children./

Pedagògiai Szemle, 29, 1979, No. 1, pp. 56-65. Bibl.

This is an analysis of the teacher's approach and preparation for the education of unmanageable children. The increasing numbers of these children will require the raising of the standards of educators' training. The lack of textbooks, monographies in this field causes that educators tend to take misconceived stands on education. Pedagogy and psychology textbooks only marginally deal with backwardness in personality development.

303. MITYUSHINA, L.: O rabote Rostovskogo oblastnogo doshkolnogo metodicheskogo kabineta. /On the work of Rostov district preschool methodological centre./

Doshkolnoye vospitaniye, 1979, No. 12, pp. 87-88.

The author reports on the activities of the methodological centre. A special attention is paid to organizing pedagogical education of parents; together with the pedagogical association, the centre has developed recommendations in this respect. Together with regional inspectors, the centre investigates the state of development of teaching and educational work and provides help to district and municipal methodological sections. One of the important objectives of the centre is to take care of raising the standards of specialized pedagogical personnel of all categories. The centre has developed a five-year plan of in-service training on the basis of the long-term plans of municipal and district departments of national education. Courses of further education of pedagogical personnel are organized in various forms: there are correspondence courses, monthly boarding courses or six- to ten-month in-service training courses. Over 1500 preschool workers are usually trained yearly, yet this number is not sufficient, for according to the decree on raising the professional standards of teachers and headmasters, each of them should repeat training every fifth year. This will require to increase the number of lecturers from among the best teachers.

304. MITROFANOVA, T.: Sovmestnymi usiliyami. /Let us join our efforts./

Doshkolnoye vospitaniye, 1979, No. 3, pp. 55-56.

3 photographs.

Tchelyabinsk pedagogical school also trains nursery school music teachers. In addition, there exists a three-year school for raising the qualifications of these teachers. The curriculum consists of specialized subjects /musical/ and general education subjects.
A permanent seminar has been opened at the school for music teachers. Its members lecture at the

meetings of methodological associations of music teachers which are usually supplemented with visitations in musical education occupations. The pedagogical school has a well-equipped music study room. There are also many aids made by former students.
Every year the standards of the yearly essays written by the students increase. Music teachers have prepared many pedagogical readings delivered in the district area. These works have been made available to nursery school teachers.

305. MOTYKA, K.: *Literatura pro děti nově.* /A new concept of children's literature./

Zlatý máj, *23*, 1979, No. 9, p. 561.

The author reports on the new curriculum for secondary pedagogical schools, specialization nursery school teacher - Literature for children with the methodology of literary education. Literature for children and youth, which has traditionally constituted a part of the subject of the Czech language and literature, has become an independent subject including the methodology of literary education. Distinct pronunciation and its methodology also constitute an integral part of the subject. The curriculum as a whole represents an adequate standard for nursery school teachers' training in the field of children's literature and methodology of literary education.

306. Ob uluchshenii raboty metodicheskikh obedineniy pedagogicheskikh rabotnikov doshkolnykh uchrezhdeniy. /On raising the standards of work of methodological associations of pedagogical personnel in preschool facilities./

Doshkolnoye vospitaniye, 1979, No. 12, pp. 26-27.

This is a methodological newsletter prepared by the department of preschool education and the central preschool methodological board. The main objective of methodological associations is to provide help to preschool personnel in raising the standards of education and teaching of children. Methodological associations can be set up for headmasters and methodologists, for teachers /according to the age categories they work with/, for teachers of mixed-age groups, for music teachers, for teachers of special nursery schools, for logopaediatricians. Works nursery school teachers also become their members. The most suitable membership in methodological associations is from 5 to 20 members. The Head of the methodological association should be a successful teacher with specialized professional qualifications. Methodological associations meet onse every third month at best nursery schools. The content of activities of methodological associations is defined by the curriculum of educational work in preschool facilities. Questions are chosen considered relevant for a particular group of pedagogical personnel. Teachers become acquainted with new methodological literature, new teaching aids and technical teaching aids.

Departments of national education and methodological centres help the Heads of methodological associations in drawing up plans, preparation of papers and visitations, follow the activities of methodological associations and their effects on the work of preschool facilities.

Republican, regional and district methodological centres take care of raising the professional standards of the Heads of methodological associations; at least twice a year they organize seminars for them.

307. PALAMARCHUK, Ye.: *O nekotorykh aspektakh raboty kabineta doshkolnogo vospitaniya krayevogo instituta usovershenstvovaniya uchiteley.* /Discussing some aspects of activities of the preschool education department of the regional institute for teachers further education./

Doshkolnoye vospitaniye, 1979, No. 12, p. 89.

The author reports on experience acquired in Khabarovsk region, where over nine thousand headmasters and teachers are engaged in preschool activities. Every year, 350 new teachers come from pedagogical schools. A methodological council is active within the methodological department; every third month the council discusses various questions of work with pedagogical personnel, such as the state of development of courses for teachers' further education, activities of methodological associations, etc.

There are about 150 methodological associations in the region. The department organizes for their Heads three-day seminars every year to evaluate the content of activities of methodological associations, their tasks in raising the standards of the educational and teaching process. The Heads of methodological associations obtain data on new normative documents and new methodological literature. The methodological department organizes displays of theoretical and practical material related to individual sections of the curriculum.

The methodological department investigates the work of preschool facilities, especially to find how its activities affect their work; conclusions will be then derived concerning the department personnel´s activities in the future.

308. POKOJSKA, M.: Samokształcenie nauczycieli SWP w Makroregionach. /Teachers self-education in macro-spheres./

Wychowanie w przedszkolu, 1979, No. 10, pp. 498-499.

The author reports on a teachers´ conference on whose agenda were the topics of musical, art and technical education. The author places a special emphasis on technical education.

309. RADOSHCHEKINA, M.: Professionalnaya napravlenost v prepodavanii psikhologii. /Professional orientation in teaching psychology./

Doshkolnoye vospitaniye, 1979, No. 9, pp. 69-73.

The curriculum of psychology for pedagogical schools defines the following objectives: to guide pupils to the materialistic approach to psyche and its development in early childhood, to present to them psychohygienic knowledge necessary for a conscious comprehension of pedagogy and for work in nursery school. At the same time, pupils should be acquainted not only with the essential findings of psychology, but also with the principal research methods so that later, in practical work, they will be able to evaluate the level of children's development and their mutual relations. For example, the so-called practical occupations are designed for this purpose - experiments conducted in the nursery school itself. The author describes experiments concerning the topic "Perception" as carried out in a nursery school, including examples of relevant records. Pupils prepare material for these experiments, check upon time and the like. In subsequent analysis, they will derive conclusions, compare results achieved by younger or older children, etc.

In this manner, pupils acquire a profound knowledge of the theory, interest is encouraged in them in the study of supplementary literature; they practise their skills of observation, acquire essential skills to conduct simple experiments; become aware of the complexity of the diagnostics of the child's psyche.

Pupils are also asked to draw up the child's psychologico-pedagogical characteristics by using the methods of psychological observation, talking to children and analyzing children's works. Thus they learn to apply their knowledge in practice.

The solutions of psychological assignments are described in several publications /E.Sh. Natanson: Zadaniya po psikhologii /Psychological assignments/, Moscow, Prosveshcheniye 1965, Sbornik zadach po obshchey psikhologii /Collected volume of general psychology assignments. Moscow, Prosveshcheniye 1974/. They are used in tests, examinations, in occupations of psychological hobby clubs.

The professional qualities of an educator should also include the ability to establish contacts with children, the nursery school collective, with parents. Discussion meetings are organized to this end, for example, to discuss the topic "The psychological atmosphere in the classroom". The discussion meeting was preceded by the study of theory /personality and the collective/, a questionnaire and processing of results.

310.RICHTEROVÁ, L.: Kabinet předškolní výchovy a nová koncepce. /The department of preschool education and the new concept./

Predškolská výchova, 33, 1978-79, No. 4, pp. 113-114.

The author reports on the activities of the department of preschool education at the District pedagogical administration in Uherské Hradiště. These were demonstration visitations related to all educational components; some of them were designed for beginner and unqualified teachers. Elementary school teachers were also invited to these demonstrations.

311.ROSLOVA, M.: Mezhpredmetnyye svyazi na urokakh muzykalnogo tsikla. /Interdisciplinary relations in teaching the musical cycle./

Doshkolnoye vospitaniye, 1979, No. 4, pp. 63-68.

The cycle of musical subjects at pedagogical schools comprises singing, note reading, rhythmics, methodology of musical education at nursery school, individual instruction in playing a musical instrument /piano, accordion, violin/ and optional hobby clubs, such as choir singing, folk instruments orchestra, singing and instrumental ensembles, choreography. Teachers of musical subjects make use of interdisciplinary relations to achieve better results. The teacher's references to the knowledge and skills acquired in other subjects of the musical cycle develop attention and activize intellectual activities. A subject commission has developed for individual school terms the curriculum of all subjects of the musical cycle and defined the contents of individual topics and their continuity. This curriculum facilitates the classification of interdisciplinary relations and methods into parallel, preceeding and subsequent. The author presents an example of the curriculum for the third term.

312. SEKERÁKOVÁ, K.: Aktivita východoslovenského kraja. /Activities of the East Slovakian region./

Predškolská výchova, 33, 1978-79, No. 2, p. 60.

The author reports on the activities in the field of preschool education carried out by the district pedagogical centre in Humenné: guidelines and instruction concerning work according to the new programme of educational work in the field of working, musical and art education, a display of self-made teaching aids for traffic and physical education in Snina.

313. SEMUSHINA, L.: Puti sovershenstvovaniya professionalno-pedagogicheskoy podgotovki. /Methods of raising the standards of professional pedagogical training./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 66-69.

The basic prerequisite of good quality nursery school teachers' training is the correct selection of pupils beginning by informing primary school pupils about the work of a nursery school teacher.

Interest will be enhanced in pedagogical school pupils in educational work by means of reading fiction /Makarenko, Sukhomlinskiy/. An important role is ascribed to pedagogical activities with different-age children and individual work with children for a longer period of time; this will enable pupils to learn the satisfactory feeling of the achievements reached in pedagogical work. On the basis of knowledge of the laws of teaching and education, professional skills may be built up. The most important are the following: analytical /the skill to analyze and evaluate the level of the child's development and education/; the skill to plan the pedagogical process focused on the formation of specific qualities.

In addition to psychologico-pedagogical skills, the nursery school teacher must also possess some special skills, such as singing, play on a musical instrument, drawing, modelling, physical adroitness, handling of technical teaching aids.

The teacher should also have a knowledge of the Industrial Relations Code and make an effective use of the working time.

314. SCHLEFEI-GANZ, N.: Fortbildung der Kindergärtnerinnen im Kanton St. Gallen. /Nursery school teachers´ further education in St. Gallen Canton./

Der Schweizerische Kindergarten, 69, 1979, No. 1, pp. 9-10.

Nursery school teachers´ further education was introduced as obligatory on 1st January 1975 in St. Gallen Canton, i.e. participation in yearly three-day courses during spring or autumn holidays. The programme of the course was determined on the basis of the draft presented by the nursery school teachers associations; it also took into account teachers´ comments, wishes and suggestions of canton inspectors. One problem area is picked up every year, for example, in 1980 it will be - preparation for school. The costs of the course, fare and food are covered by the school education authorities.

315. STRNAD, S.: Je sestra dobře připravená na práci v jeslích? /Is the nurse prepared well for work in the crèche?/

Zdravotnická pracovnice, 1979, No. 10, pp. 591-592.

The author reports on the state of development of child nurses´training working in crèches in this country and abroad. He states that the introduction of the new programme of educational work in crèches entails the need of raising the nurses´ standards of qualification in the field of pedagogy. One alternative is intensive post-matriculation in-service training of nurses already working in crèches. A very important role is ascribed to special secondary school education and later on university education of crèche personnel. Both alternatives of crèche nurses´ training are sponsored by the author as desirable.

316. STUDENTKY IV. A třídy SPŠ v Prešově: Priatelské vztahy IV.A triedy. /Friendly relations of the IVth A Form./

Predškolská výchova, 33, 1978-79, No. 1, pp. 23-24.

This is a description of the cooperation of the pupils of the pedagogical school in Prešov with a nursery school. The cooperation project was started in the pupils´ first year at the pedagogical school, after a fortnight´s visitation in the nursery school. The pupils prepare cultural programmes for the children, play for them puppet theatre, help to repair toys and make methodological aids. The pupils meet the children also out of school. They take them for walks throughout the year. All this enables the pupils to test in practice the theoretical knowledge acquired at school so as to be able to apply it later on in their own practical work.

317.SZCZODRAK, M.: Problemy metodologii pracy dyplomowej lub magisterskiej. /Problems concerning the diploma thesis./

Wychowanie w przedszkolu, 1979, No. 7-8, pp. 373-376.

This is a very detailed explanation of the verification of a working hypothesis and development of conclusions. The author points out to problems of work with a questionnaire, especially with the evaluation of data obtained through the questionnaire.

318.SZCZODRAK, M.: Problemy metodologii pracy magisterskiej lub dyplomowej. /Problems concerning the diploma thesis./

Wychowanie w przedszkolu, 1979, No. 9, pp. 446-448.

In this continuation of his series, the author turns attention especially to the fact that the diploma thesis should not only contain conclusions, but also the summarization of the findings. Mistakes are often made in not distinguishing between conclusion and summarization. Summarization should be of a synthetic nature. It is only the synthetizing summarization that should by followed by conclusions.

319. SHEVCHENKO, P.: O trudovom vospitanii. [On working education.]

Doshkolnoye vospitaniye, 1979, No. 2, pp. 30-32.

The author reports on the methodological guidance of nursery school teachers in Krivoy Rog in the field of working education. Theoretical conferences are organized to discuss themes, such as "Work, an important means of Communist education". Teachers prepare pedagogical readings to discuss topics, such as "Education of a conscious attitude to work is the prime prerequisite for the child's preparation for school education".

In addition, the municipal department of national education organizes every year courses of further education for all categories of preschool personnel; the courses, as well as the meetings of the methodological association for preschool education, deal with topics concerning working education. Nursery schools devote a lot of attention to children's handicraft; they develop in them constructive thinking, imagination, independence, teach children to plan their work, to set up one's goals, to apply acquired knowledge in everyday life. To achieve a harmony between nursery school activities and family education, teachers acquaint parents with the principles of working education to get them involved in cooperation projects.

320. SHVAYKO, G.: O metodicheskoy pomoshchi vospitatelyu. /On methodological help provided to nursery school teachers./

Doshkolnoye vospitaniye, 1979, No. 2, pp. 24-27.

The author reports on experience with methodological work in the newly established combined crèche-nursery school facility employing teachers with various lengths of practical experience and different levels of pedagogical work. The main method of raising the pedagogical standards of the teachers has become the organizing of seminars; two to five sessions are held to deal with topical problems. The following topics have been discussed in the course of five years: the new concept of art education, play, mathematics, moral education, language development. Prior to each session, the headmistress and the school methodologist investigated activities related to a particular topic in individual sections. To demonstrate to the teachers how to learn to evaluate one's own work, they prepare for them individually evaluating questions oriented on identification of positive aspects or shortcomings in their work, on generalization of their experience. The author of this article mentions the relevant literature and questions related to individual topics. Both the headmistress and the methodologist systematically supervise the teachers' work. This enables them to evaluate their work and to provide methodological guidance to them by using individualized approach.

321. ŠVEHLÁKOVÁ, L.: *Nastúpili do praxe.* /They have started practical work./

Predškolská výchova, 34, 1979-80, No. 4, pp. 112-113.

The author reports on experience with introducing beginner teachers to practical work. A yearly plan is drawn up at the beginning of the school year. Each beginner teacher gets under the patronage of a more experienced teacher. New teachers have good theoretical knowledge, but they need advice how to apply their knowledge correctly in practical work. Several pedagogical meetings also devote their agenda to problems related to the professional development of new teachers.

322. VRÁBELOVÁ, R. - KOTZMANOVÁ, J.: *Nová koncepcia predškolskej výchovy zo zdravotníckého hľadiska.* /The new concept of preschool education viewed from the medical angle./

Predškolská výchova, 33, 1978-79, No. 2, pp. 33-34.

The introduction of educational work in crèches according to the programme of the new system of teaching and educational work places higher demands on the pedagogical and psychological preparedness of crèche nurses and their continuous in-service training. This is provided by the Institutes for further education of paramedical personnel in Brno and Bratislava. Aspects of the new programme and methods of educational work in crèches have been included into the topic-oriented plan designed for participants of post-matriculation educational specialization courses. Courses are planned to be opened in all regions for crèche head nurses, head nurses of infants´ and children´s homes. Care of the professional development of crèche personnel will be focused on the psychologico-pedagogical field. This is also related to the introduction into practice of psychologico-pedagogical counselling services which will be gradually provided by the ministry of health care in individual district to provide their services to medico-educational facilities.

323. WYSSMANN, R.: Gedanken zur Ausbildung der Kindergärtnerinnen in der deutschsprachigen Schweiz.
/Reflexions on nursery school teachers´ education in German-speaking Switzerland./

Der Schweizerische Kindergarten, 69, 1979, No. 1, pp. 6-8.

Schools educating nursery school teachers /the so-called seminars/ have different curricula in individual cantons. Mutual contacts and exchange of experience between individual seminars are provided through conferences of headmasters of the seminars and also commissions dealing with questions of education of the Swiss association of nursery school teachers. New curricula are planned to be developed in the nearest future. The author presents suggestions and reflexions on the system of education of nursery school teachers:

1/ education before enrolling at the seminar: elementary or higher? Is it desirable to have previous practical experience with children?

2/ elementary specialized education: should the seminar be a specialized or a secondary school, should it last two or three years? The proportion between general and specialized education should also be discussed.

3/ teachers´ further education: specialized or general education courses?

4/ possibilities of further specialization: therapeutical pedagogy, logopaedics, rhythmics, handicraft, methodological work and the like.

4.3 School administrators

324.BEREZOVSKAYA, N.: Rol rono v rasprostranenii luchshego opyta raboty. /The role of the district department of national education in dissemination of best practical experience./

Doshkolnoye vospitaniye, 1979, No. 5, pp. 13-15.

The deputy Head of the department of the Baumansk district of Moscow reports on work with headmasters of nursery schools. The state of development of teaching and educational work is investigated during topic-oriented and general inspections, through participation of inspectors and methodologists at pedagogical meetings and meetings of the Parent-Teacher Association, through work with educational workers at events organized by the methodological association.
The author presents two examples to illustrate how nursery school headmasters were acquainted on the spot with successful work /work with parents and working education/. Subsequents inspections are planned to find to what an extent these headmasters apply this positive experience in their own facilities.

325. GUTOROVÁ, N.: O kontrole za vyplneniyem "Programmy vospitaniya v detskom sadu. /Investigation of the fulfilment of the educational work curriculum in nursery school./

Doshkolnoye vospitaniye, 1979, No. 8, pp. 14-15.

The main method of investigating children's development, their behaviour, knowledge and skills is to observe them during occupations, at play, during working and other activities in the course of the day. The form of investigation depends on the objective of the study. It is possible, for example, to study children's knowledge. When observing children's occupations and games, it is possible to investigate the level of language development, children's activity, command of simple thought operations.

Contacts with children represent a very simple and effective method of investigating how they cope with the curriculum requirements. The headmistress will talk with the children, ask them questions, instructions, various assignments. She will play a well-known game with some of the children and ask the children to explain the rules of the games to her. Talks with children should be free and easy, they may never turn into an examination. An analysis of the results of children's art activities will indicate their skills of observation, the level of their technical and composition habits. Once every third month, the headmistress will evaluate all kinds of

the children's art activities.
It is only the application of all these methods together that will enable to evaluate correctly how the children cope with the curriculum requirements.

326. IZGARSHEVA, V.: O rabote s rayonnymi metodistami. /On work with district methodologists./

Doshkolnoye vospitaniye, 1979, No. 5, pp. 10-13.

The headmistress of Moscow municipal methodological centre reports in detail on administering the district centres. There are 32 districts in Moscow; there is a methodological centre in each of the districts employing also a preschool education methodologist. The main objective of the methodologist is to provide methodological help to pedagogical personnel, to investigate, generalize and disseminate their best experience, to take care of their professional development.
Work with district methodologists is organized in several directions: 1/ Care of their professional development: in cooperation with individual laboratories of the Scientific research institute of preschool education of the Academy of pedagogical sciences of the U.S.S.R. in Moscow, a two-year seminar is organized; its participants will get acquainted with methods of research work and the latest research results. Further, it is a university of pedagogical knowledge, a three-year course, in which students get acquainted with

theoretical problems of preschool pedagogy and psychology. In addition, the municipal methodological centre organizes problem-oriented seminars and a permanent seminar on methodological work with educational personnel. Its objective is to teach methodologists to investigate teaching and educational work in preschool facilities, to carry out analysis, derive recommendations.

2/ Help in planning one´s work: the methodological centre has developed recommendations how to plan one´s work, how to prepare a recapitulation of the work done in the past year, how to define the principle objectives of the activities of the centre and which measures are purposeful to plan. Every year in May, when the plan of the municipal centre is completed, consultations are organized for the methodologists of the district methodological centres. The plans of individual methodological centres are discussed at that time.

3/ Help in organizing events planned by district methodological centres and in preparation of district pedagogical readings held once every third year.

The spectrum of work of the district methodologist is very broad, it is therefore recommended to set up groups of voluntary assistants and counsellors, oriented, for example, on children´s preparation for school, work with parents, physical education and the like.

The municipal methodological centre investigates how the district methodological centres are prepared for activities in the coming school year.

327. KARANESHEVA, S.: Sashtnost, tsel, zadachi i printsipi na pedagogicheskiya kontrol. /The purpose, objectives, tasks and principles of pedagogical supervision./

Preduchilishtno vazpitanie, 1979, No. 7, pp. 33-39.

The author, the chief inspector of the Bulgarian ministry of school education, discusses the question of pedagogical supervision viewed in a broad theoretical and practical context. The main objective of pedagogical supervision is to find what is the existing state of development and to provide help to teachers in raising the standards of educational work. The author further analyzes three main aspects of pedagogical supervizing activities in nursery school.

328. KITSAPINA, L.: Pedagogicheskiy analiz i yego vliyaniye na kachestvo vospitatelnoy raboty. /Pedagogical analysis and its influence on the quality of educational work./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 22-23.

A nursery school headmistress reports on her personal experience. To discover shortcomings in a teacher's work, this is only the first step of pedagogical analysis. It is necessary to find, together with the teacher, the causes of mistakes, to find how they originate and to look, again together with the teacher, for methods of eliminating these shortcomings. The headminstress should also derive conclusions from the case for her own work.

Analysis of the work of individual teachers can also be used for improving the work of the whole pedagogical collective. When preparing a pedagogical meeting to discuss a specific topic, it is recommended to prepare a topic-oriented test first so that theoretical ideas may be supplemented with examples from practical work. It is only the combination of theory and practice that will facilitate to derive correct conclusions for the teachers' further work. The teachers whose work was found interesting and successful by the headmistresses are asked to acquaint others at the pedagogical meeting with their personal experience.
Follow-up constitutes an indispensable component of pedagogical analysis.

329. KOKUSHKOVA, V.: Vospitatel-metodist. /A nursery school teacher-methodologist./

Doshkolnoye vospitaniye, 1979, No. 9, pp. 4-7.

The methodologist is the first assistant of the nursery school headmaster. Her responsibilities are defined in the "Qualification characteristics of administrators and pedagogical personnel of preschool and out-of-school facilities ".
The methodologist administers methodologically the educational and teaching activities of the nursery school staff /crèche-kindergarten/. She supervises the fulfilment of the curriculum of educational work and the organization of

education and teaching in all age categories. She administers and supervises the work of pedagogical and medical personnel. She provides methodological help to teachers and child nurses. She organizes the activities of the methodological section, collects instructive-methodological material, organizes exchange of experience of teachers and child nurses. She suggests topical questions to be discussed at pedagogical meetings, secures for them relevant material and active participation of pedagogical personnel, checks upon the fulfilment of adopted conclusions.
She organizes pedagogical education of parents and the public, sees to the continuity in work of individual age groups in the nursery school and cooperation with primary school.

330.LÚČOVÁ, E.: Úroveň a ciel pedagogických porád.
/The standards and objectives of pedagogical meetings./

Predškolská výchova, 14, 1979-80, No. 2, p. 42.
Pedagogical meetings are held to discuss questions related to the planning of educational work, to analyze pedagogical log-books which help the teachers to get a complete picture of individual children. Pedagogical meetings are also used by the teachers to report on the specialized literature they have read and the possibilities of applying the acquired knowledge in their

practical work. They also deal with questions of cooperation with school and parents, various events and celebrations are prepared at the meetings as well. The results of mutual visitations also appear regularly on the agenda of the pedagogical meetings.

331. MOLOTKOVA, K.: Rabota rono s obshchestvennym aktivom. /The work of the district department of national education with voluntary workers./

Doshkolnoye vospitaniye, 1979, No. 5, pp. 15-16.

The author reports on the experience of one of the youngest Moscow districts with 109 preschool facilities attended by over 20.000 children. The department of national education relies on the assistance of voluntary workers in administering these facilities. The groups of voluntary workers consists of voluntary inspectors, methodologists and commissions: there is a commission on cooperation with the family, interdepartmental commission on physical education and a commission on continuity between nursery and primary school. The department of national education chooses as voluntary workers teachers with university education and long pedagogical practical experience. The district is subdivided into eight mini-districts; two voluntary inspectors are active in each of them. The work of the group of voluntary methodologists is focused on methodological help offered to teachers in the form of consultations.

The methodological centre and model nursery schools organize regular theme-oriented exhibitions; the voluntary methodologists contribute to their preparation. The interdepartmental commission on physical education carries out topic-oriented tests of children's locomotive activities during occupations, becoming hardy and meals and the like. The commission on continuity between nursery and primary school provides for consistency in all questions of education and teaching. Since successful preparation of children for school attendance requires their parents' contribution, the commission cooperates closely with the commission on cooperation with the family.

332. MUZHELEVSKAYA, L.N.: Organizatsionnaya rabota po razvitiyu seti doshkolnykh uchrezhdeniy. /Organizational work in expanding the network of preschool facilities./

Doshkolnoye vospitaniye, 1979, No. 11, pp. 32-34.

One of the tasks of the preschool education inspector is to help expand the network of preschool facilities, organize supervision over their construction and commissioning, see to the improvement of their material conditions.
An inspection starts with an analysis of statistical data, comparisons of the existing state with the construction plans and with long-range plans. The inspector also checks upon the observance of construction deadlines; the

state standard stipulates, depending on the type and size of the building, construction schedule from four to ten months.
The inspector informs the public about new types of projects, reports on them at meetings organized by plant directors, managers of cooperative and state farms.
During the inspection, the inspector reports on positive experience with construction of nursery schools elsewhere and on the organizing of supervision.

333. PETÁKOVÁ, M.: Ověřování nového pojetí výchovné práce. /The experimental testing of the new concept of educational work./

Predškolská výchova, 33, 1978-79, No. 1, pp. 7-9.

The author reports on a topic-oriented inspection focused on finding the standards of educational work according to the provisional curriculum in classes of five- to six-year-old children; it was also designed to investigate the standards of administrative and supervisory activities of headmasters. Its results indicate that the frequency and quality of visitations is insufficient, the fulfilment of individual measures is not checked. There does not exist a norm to define the required number of visitations. The quantitative aspect cannot be ignored, yet it constitutes only one of the attributes of visitation activities. As long as their results are not of a high quality, quantity should not be emphasized and required. The objective of a visitation is to find how the teachers conducts educational work and, if required, look together with the teacher for new ways of raising the standards of educational activities.

334. PETHŐ, G.: Gondolatok az óvodák integrálásáról, szervezeti összevonásáról. /Some reflexions on the integration and organizational fusion of nursery schools./

Óvodai Nevelés, 32, 1979, No. 10, pp. 363-365.

This is an analysis of the causes of fears stemming from the integration of nursery school. The provision of more favourable conditions for education requires a reduction in administration and the rational division of work and activities between teachers. The author also discusses the roles of the headmistress and her deputy and presents suggestions for specific measures to be taken to resolve the existing problems.

335. ZELYAKH, N.: Organizatsiya pedagogicheskogo truda.
/The organization of pedagogical work./

Doshkolnoye vospitaniye, 1979, No. 1, pp. 16-18.

The author, a headmistress, reports on her experience with the scientific organization of pedagogical work. On the basis of an analysis of past work, a plan was developed consisting of the following items: 1/ distribution of personnel and a precise definition of obligations, 2/ measures to be taken to raise the responsibility for one's quality of work, 3/ provision of optimum conditions for children's education.

As for item 1/: The workload of all personnel was investigated and a precise schedule of their work was set up to enable the rational utilization of the working hours. As for item 2/: Talks with individual teachers on their finishing work with children have been found beneficial. Teachers analyze their work, report on the daily routine. These talks are often made in the presence of several other teachers, a lively exchange of opinions will develop. As regards item 3/: Pedagogical meetings are organized to discuss a specific topic; the teachers' participation is always active. The meetings mostly focus on reporting on teachers' successful forms of work and on the application of the latest scientific findings in practical work.

The headmistress uses various methods to supervise pedagogical work, such as by comparing the results of inspections in parallel classes, by conducting topic-oriented tests.

4.4 Legal aspects; teacher associations

336.HALLENBARTER, M.T.: Der Kindergarten im Oberwallis. /Nursery school in Oberwallis./

Der Schweizerische Kindergarten, 69, 1979, No. 6, pp. 295-299.
2 photographs.

The author reports on the activities of Canton Oberwallis section of the Swiss association for nursery school. The principal objectives of the activities of this section are to take care of nursery school teachers´ further education, to provide stimuli and organize the training of future teachers, to promote preschool education and to publicize nursery school activities. There are 53 nursery schools in the canton using German as the teaching language.

337.PODROUŽEK, J.: Úprava platů pedagogických pracovníků ve školství spravovaném národními výbory. /Salary adaptations of pedagogical personnel employed in school education administered by national councils/

Učitelské noviny, 29 /82/, 1979, No. 29, p. 1.

The author reports on the new system of remuneration of pedagogical personnel to come into effect on 1st September, 1980. Salary adaptations concern nursery school teachers and headmasters, educators in after-school facilities and clubs, primary boarding schools and primary schools for children requiring special care, basic school teachers, headmasters and deputy headmasters of basic nine-year schools for youth requiring special care.

338. Rol profsoyuznykh organizatsiy v doshkolnykh uchrezhdeniyakh. /The role of the trade union organization in preschool facilities./

Doshkolnoye vospitaniye, 1979, No. 9, pp. 26-28.

This is a report on the papers delivered at the pedagogical readings in Moscow in the section of chairman of trade union organizations of preschool facilities. All the papers testified to the increasing role of the trade union organization as the motive force in the efforts to raise the effectivity of the pedagogical process. Socialist competition is focused on raising the political and working activities of personnel, on dissemination and introduction into practice of the best experience. These are efforts to acquire and raise one's qualifications, patronages of teachers of merit over beginner teachers, setting up conditions for reducing children's morbidity rate, campaigns "From model nursery school to model mini-district", "Bringing pedagogical knowledge to every family" and the like.

339. STREULI, A.: Der Schweizerische Kindergärtnerinnen-Verein. /The Swiss association of nursery school teachers./

Der Schweizerische Kindergarten, 69, 1979, No. 1, pp. 41-45.

The association, founded in 1881, associates 3.700 nursery school teachers teaching in the German language who have achieved their education in at least a two-year seminar /school for nursery school teachers' training/ recognized by the association. The objective of the association is not only to render professional and social protection to its members, but also encouragement and promotion to the development of preschool education, care of education and further education of nursery school teachers; cooperation with other types of school, maintaining of contacts with other organizations engaged in children's education, cooperation with school authorities. Membership takes effect by being accepted in one of its 16 section according to place of employment. The association has its standing commissions: editorial, on questions of education and on questions of construction of nursery schools.

340. Schweizerische Kindergärtnerinnen-Verein, Zentralvorstand. /The Swiss association of nursery school teachers. Central board./

Der Schweizerische Kindergarten, 69, 1979, No. 7/8, pp. 353-380.

These are the minutes of the general assembly of delegates held in May 1979. In addition to points of organization, it contains the report on the activities of the central board in 1978, reports on the activities of individual sections, report of the editorial commission, report of the commission on questions of education and report of the commission on questions of construction.

5. PLAY

5.1 Psychology of play

341. JIRÁSEK, J.: Dětská hra je vážné zaměstnání. /Children´s play is a serious occupation./ Děti a my, 9, 1979, No. 2, pp. 12-13. 1 fig.

Children´s play constitutes an activity of interaction of an individual and environment practically from birth, from first requirements and from first, still rather imperfect, attempts to meet these requirements. As early as the first three months of its life, the infant must be presented with sufficient stimuli - perceptions - visual, audial, tactile and also first toys.

The author further presents a characteristic of the development of child play in infancy, laying emphasis on the necessity of controlling stimuli given to the infant, offering help in choosing toys /construction sets, jig-saw puzzles, figures, series of pictures and material designed to enhance imagination and phantasy/. Help should be offered to the infant in handling a toy - a sensitive pedagogical response to the infant's attempts to manipulate a new toy. The author discusses the new function of the so-called technical toys enabling the infant to reach a better understanding of the world of technology. Play significantly affects social development - the taking up of social roles in imititative play. This kind of play develops the infants language and mind and extends its mental horizons. Play is preparation for life - the infant will acquire forms of behaviour in model situations it is going to need later on in its life.

342.KALFF, D.: Sandspiel, seine therapeutische Wirkung auf die Psyche. /Sandpit play and its therapeutic effects on mental development./

Der Schweizerische Kindergarten, 69, 1979, No. 5, pp. 254-256.

A therapeutic worker reports on her personal experience. Children use different figures in sandpit play. This enables them, without talking, to express their inner thoughts and problem situations. At the same time, negative and destructive inclinations are not suppressed, but gradually transformed.

343.KOBUS, Z.: Bawimy sie i uczymy. /We are having a good time and learn./

Wychowanie w przedszkolu, 1979, No. 2, pp. 92-95.

The author describes in great detail her experience with exciting children's interest in learning to read. She especially makes use of the children's desire to excell in organizing contests both of individuals and teams. She tries to make use of all opportunities to transform children's playfulness into a source of desire to learn.

344.MIGLIOTTI, M.B.: Giochi finalizzati e sviluppo intelettuale. /Target-oriented play and intellectual development./

Scuola materna, LXVI, 1979, No. 13, p. 827.

Target-oriented play enhances the development of children's minds. Individualization constitutes the basic didactic prerequisite to reach full maturity in the sphere of intellect, imagination, logical and creative thinking. It is necessary to develop the child's will, freedom is determined by volitive action, option from two alternatives. Group play is oriented on a joint target, its implementation requires cooperation, will and the individual's responsibility, i.e. components making up socialization.

345.MIŠURCOVÁ, V.: Psychologie hry a hračka. /The psychology of play and the toy./

Hračka, 14, 1979, No. 3-4, p. 11.
2 refs.

This is a review of two significant works with the identical title of The Psychology of Play. One is a scientific work by the Soviet scholar D.B. Elkonin and the other a scientific-popular work by the English author S. Millar. Both authors devote one chapter the the problem of toys. D.B. Elkonin investigates toys from the historical angle, basing his considerations on the theory that the development of toys in history is closely linked both with the development of play as child activity and with the development of the theory of play. He also states that the development of toys is organically linked with child status in various communities and cannot be comprehended without taking into account the general concept of childhood which has undergone changes in the course of history. S. Millar views toys from the angle of social psychology. She points out that individual types of toys differently influence children's play, encourage or dampen social contacts between children or between children and adults. Research into behaviour of school children on playgrounds differently equipped with toys shows that with fewer toys there occur more mutual contacts between children, undesirable behaviour and conflicts increase in frequency and children start playing more with mud and sand. It is true that better play equipment reduces social contacts, on the other hand it has a stimulating effect on the explorative, constructive and other activities of individuals.

346. WEININGER, O.: Play and Education. The Basic Tool for Early Childhood Learning.
Springfield, Charles C. Thomas 1979.
Reviewed in: The Personnel Guidance Journal, 58, 1979, No. 1.

The book is focused on methods utilizing play to encourage the achievement and education of normal and emotionally deprived children.

5.2 Pedagogy of play

347. BARTCZAK, E.: Zabawki pomoca w przygotowaniu do szkoły. /Play as an aid in preparation for school attendance./
Wychowanie w przedszkolu, 1979, No. 6, pp. 332-335.

The author discusses the importance of models of various transport vehicles /motorcars, airplanes/ made by children on their own. At the same time, children learn to draw, cut out, work with cardboard, select appropriate colours and the like.

348. IVANOVOVÁ, L.: Dítě a hra. /The child and play./
Zdravotnická pracovnice, 29, 1979, No. 11, pp. 650-652.
2 photographs.

Preschool age is characterized by play activities which later on recede to give ground to learning and work. The child gets to know the surrounding world through play, it participates in the life around it through play in a form accessible to it as well as interesting. It is play that enables the child to acquire a lot of knowledge and experience, to develop its intellectual potential, memory, will, etc. When playing in the children's community, the child learns to subordinate its interests to the collective interests. The emotions the child experiences in play are genuine, real; it is therefore necessary always to encourage positive feelings during play.

Play enriches and shapes the child's physical and mental functions so that the child acquires specific experience enabling it to perform more and more complex operations.

349.KOLÁŘOVÁ, L.: *Všichni chtějí zvítězit.* /They all want to win./
Predškolská výcnova, 33, 1978-79, No. 8, pp. 228-230.
1 photograph.

The author, a teacher, reflects upon the fact that in competitive games some children win all the time, whereas others always remain the last. As a consequence, they often lose self-confidence and interest in the game. She has found it advantageous to organize races with time keeping. Even slow and clumsy children get the chance to win, for the teacher is able to grade assignments /slow children get a longer time limit/ and they are happy about their victory when they finish before the buzzer sounds.

The author further enumerates a number of games with time keeping. Games of this kind enhance in children the process of building up their self-confidence in their own powers.

350. KONDRATOVA, V.: Patrioticheskoye vospitaniye cherez igru. /Application of play in patriotic education./

Doshkolnoye vospitaniye, 1979, No. 9, pp. 8-12.

Subject-oriented play offers the best opportunities of achieving unity between children's knowledge, behaviour and attitudes. The author uses the example of play at the post-office to demonstrate the potential of play in the moral-political education of preschool-age children. It is chosen for the reason that handling letters helps extend children's ideas of their country, the life and work of the Soviet people. Children observed the work done at a post-office, wrote and received letters, made aids for their play. In this way, a close link was achieved between an occupation designed to acquire new knowledge and play. Play at the post-office became a means of educating interest in the surrounding world. Letter-writing helped the teachers extend the children's ideas of their country, home town, people and their work. During examination talks at the end of the school year, the children correctly answered questions. Their attitudes to work and work obligations had changed. This was not achieved through play alone, but the combined effects of all educational and teaching methods.

351. KOWALSKA, M.: Propozycje zabaw i gier matematycznych. /Suggestions for mathematical play and games./

Wychowanie w przedszkolu, 1979, No. 7-8, pp. 382-385.

In her article, the author points out to the fact that the positive results of such play and games will be determined by the ability to make use of natural situations, to practise an exercise successfully, to tackle some problems likely to arise and also by choosing an attractive form, which to a considerable extent will determine children's interest, and finally, by respecting the principle of easy accessibility.

352. LIPTÁKOVÁ, T.: Hry v jednotriednej materskej škole. /Play in single-class nursery school./

Predškolská výchova, 33, 1978-79, No. 9, pp. 251-253.

Work in single-class nursery school has to be organized so as to create conditions for making use of all functions of play; those identical with functions of play in multi-class nursery school as well as those specific to single-class nursery school. Identical functions are formative, informative and developing. Specific functions are activating, motivative, recreational and compensatory.
The following favourable conditions should be created for play to make it become a means of children's all-round development: 1/ correct

selection of toys and aids, 2/ appropriate environment, 3/ sufficient reserve of knowledge, habits and skills on the children´s part.
Play should be controlled according to its kind. To control subject-oriented play of younger children means to teach them how to handle toys; as regards older children, the teacher tries to develop the theme. The selection of didactic games differs with respect to their contents, degree of deman length of duration and number of children in dependence on their age and maturity.
Locomotive games, where requirements on movement cannot be differentiated, should be played separately in subgroups.

353.B.MÉHES, V.: Gondolatok a játék irányításának néhány problémájár ol, /Discussing some problems of controlling play./

Óvodai Nevelés, 32, 1979, No. 7-8, pp. 261-265.

Play constitutes a means of education. Good atmosphere, suitable environment, feeling of freedom for independent activities and the teacher´s personality, all this makes up the basic prerequisites for the successful development of play. Desirable attitudes in controlling play: providing for essential material conditions, recognizing the correct time and objective of interference into play in progress.

354. MICHELET, A.: L'initiation a l'activité intellectuelle et motrice par les jeux éducatifs. /Initiation of intellectual and motor activities in didactic play./

L'Education enfantine, 1978, No. 3, pp. 63-64,
1979, No. 4, pp. 63-64,
1979, No. 5, pp. 63-64.

The author deals with Decroly's didactic toys. He describes their history and the current trends of their development. Decroly's idea of active school is developed in the creation of modern toys designed for collective play.

355. NOVOSELOVA, S. - ZVORYGINA, Ye.: Zachem igrayut deti. Why do children play?/

Doshkolnoye vospitaniye, 1979, No. 1, pp. 49-50. 1 photograph.

The authors present characteristics of early childhood play. The objective of an adult should be to prepare conditions for the child's play, to teach it to handle toys; to teach the child to observe the surrounding world, to discuss with the child what it sees around, to read a story to it, to look at pictures with the child.
An infant will copy adult activities at first. Later, it will include in play what has attracted its interest. An adult can help the infant develop play through questions or suggestions. At the same time, the adult should bear in mind that too much interference in play would restrict the infant's interest and initiative.

The play of infants under two assumes an individual character. An infant that can play will gradually acquire the ability of understanding the play of others and harmonizing one's own play with that of the other infants.

356. PAÉZ, M.S.: Hry s vodou. /Playing with water./ Predškolská výchova, 34, 1979-80, No. 1, pp. 13-14.
1 photograph.

Play and activities with water develop the child's emotional and intellectual qualities. When playing with water, children learn to tackle various problems, such as to arrange and lay out vessels according to shape, size and the like. The extent and level of knowledge conveyed through play with water differ. This kind of play assumes a special importance in relation to intellectual education, when developing mathematical images and language. These are, for example, the filling and emptying of vessels of various sizes and volumes, floating and submerging of bodies, reflection and refraction of rays, evaporation of water, etc.

357. PEREVERZEVA, V.: *Igrovyye pravila i povedeniye detey.* /The rules of children's play and behaviour./ Doshkolnoye vospitaniye, 1979, No. 3, pp. 38-39.

Play with rules teaches the child to control its own behaviour; rules make the child act against a spontaneous impulse. The author describes a survey designed to investigate how children observe rules in games of the lottery type; she studies to what an extent is it possible to intensify the educational effects of games with rules. Individual children take different attitudes to obeying the rules: some children obey them and watch whether the other children obey them as well; other children obey the rules only when in charge of the game. As long as they are rank-and-file players, they do not observe the rules and try hard to win. The researchers investigated how children that had not obeyed rules behaved when in charge of the game; even there many children took advantage of their position for a quick win. The researchers therefore introduced the function of referee. The children respected his instructions. The research results indicate that the observance of play rules develops gradually from the position of a rank-and-file player, to the person in charge of the game and the referee. It is also affected by the children's mutual relations, personal sympathies, the leader's authority.

At first, rules do not affect directly children's behaviour. Children learn first to meet the requirements set out by the leader and later on they start behaving in agreement with rules.

358. ROVNÝ, M.: Hra v životě dieťaťa. /Play in the life of the child./

Trenér, 23, 1979, No. 11, pp. 484-488.

The author deals with the development of play in individual stages of the human society. He points out to children's play as a very effective means of children's education contributing to the general development of child personality.

359. SCHMIDT, T.: An einem Morgen im Kindergarten. /One morning in the nursery school./

Der Schweizerische Kindergarten, 69, 1979, No. 3, pp. 137-141.
3 photographs.

This is the description of a children's carnival in one nursery school.

360. STÖCKLIN-MEIER, S.: O du vielgeliebte Verkleidungskiste! /O, my favourite chest with clothes!/

Der Schweizerische Kindergarten, 69, 1979, No. 3, pp. 134-135.
1 photograph.
The author describes various games when old clothes, scarves and other accessories were made available to children.

361. SZÁNTÓNÉ-HORVÁTH, M.: A gyerekek személyiségének megismerése a szabályjátékokban. /Studying child personality during games with rules./

Óvodai Nevelés, 32, 1979, No. 1, pp. 7-9.
Refs.

The results of research into child development should be reviewed. Such methods have been found suitable as enable the child to behave spontaneously, for example games with rules. The author lays a lot of emphasis on correct selection of games to meet the above criteria and facilitate the study of children´s responses. The author further presents several games well-tested in practice.

362. THAUVIN, F.: La dimension éducative du jeu. /The educational dimension of play./
L´école maternell française, 1979, No.4, pp. 6-9.
No.8, pp.13-16.

The author of this article discusses the function of play in the child´s life and confronts current theories with the ideas of J.J. Rousseau and F. Fröbel. He also considers the existing state of development of toys. He prefers simple, more stimulating and inspiring toys over perfect, complicated, sophisticated and insdustrially manufactured toys. The article continues in No. 8 under the title Play and Dream. The author deals in it with the potentials of play in the child´s life, especially its application in nursery school.

5.3 Toy

363. Hračka je na hraní. /A toy is designed for play./
Domov, 1979, No. 6, pp. 37-38.
9 photographs.

The article discusses the functionality of the aesthetical and educational values of toys. A toy should not only be designed for playing with, but for looking at it as well, as claimed by the authors of toys displayed at a very original exhibition in the basement of the Bookshop in Vodičkova Street in Prague, entitled "Joy to Children". Six women, designers in the developmental centre of the national organization Hamiro, are the authors of the original designs as well as the toys which they made themselves. Sewn, knitted and crocheted toys inspired discussion on problems related to toys. The toy should develop manual, cognitive and mental skills. The toy should help the child recognize shape, matter, colours, but should also serve for developing emotional relations. With the help of the toy, the child imitates adult activities, play is actually work. An affective tie is formed between the child and the toy /it is reinforced with textile toys, for the child can take them to bed and hug them/. The child can become an outlet for the child to vent out its bad temper or aggressivity. If toys are to develop imagination, encourage and provoke resourcefulness, they must be of a high functional, aesthetical and educational quality.

365. IVANOVOVÁ, L.: Hračka v životě dítěte. /The toy in the child's life./

Zdravotnická pracovnice, 29, 1979, No. 12,
pp. 711-714.
2 photographs.

The toys undergoes the same developmental way as play itself. It develops in the child the ability to imitate the reality; when handling toys, the child acquires specific habits. It handles toys in the same way as adults handle things.
In its first months of life, the infant needs toys of diverse colours, easy to move. From the sixth month, the infant starts taking hold of objects, i.e. also toys. It needs a toy it can feel, for example PVC figures, toys with audial or visual effects.
In the second year of its life, the infant pushes or tows toys while walking. It has begun to grasp that movement results in various motor and sound effects. The more diversified they are, the more interesting the infant becomes in them; it will fold, move, put in objects, drive them in, move them around, build. It will imitate its surroundings, drive a car, put a doll to bed, etc. It plays with animals in the same way as with dolls. Mobility is typical of the child in its third year of life; it drives a tricycle, plays

with a ball, etc. When playing, the child does not only imitate what it sees at home, but also outside its home. The toys of this period comprise especially balls, a scooter, a tricycle, geometrical shapes, various tools and materials.

366. KOMÁRKOVÁ, R. - ŠTĚPOVÁ, V.: Umíte kupovat hračky? /Can you buy toys?/

Rodina a škola, 26, 1979, No. 12, p. 7.

This article is a response to the research results indicating that, on the average, every child has 24 toys - in addition to those which have been discarded because the child does not play with them any more. Such toys are in majority as will amuse the child for some time, but will not occupy it. The results of the survey demonstrate that children are flooded with heaps of toys which very often do not meet their requirements.
The authors summarize criteria concerning quality toys for children of different ages, including suggestions and advice for parents how to go about buying toys.

367. LEDEREROVÁ, Z.: Ohlédnutí za výstavou. /A look back at an exhibition./

Hračka, 14, 1979, No. 2, pp. 6-9.

4 photographs.

This is a detailed report on the exhibition entitled The Toy and the Child installed in the Centre for applied art in the Moravian Art Gallery in Brno. It was a modest display of the results of the five-year work of the department of toys and decorative objects design of the secondary industrial design school in Brno. The exhibition demonstrated the high standard of professional skills of the young school leavers. A questionnaire was also devised as part of the exhibition. It unequivocally called for toys designed for larger collectives - nursery schools.

368. MAYENBERGER, E.: Ob ich da noch Kind sein möchte? /Would I like to be a child again?/

Spielen und lernen, 12, 1979, No. 4, p. 102.

On visiting the Nürnberg Toy Fair 1979, the author discusses the purpose and functionality of the displayed toys. She is aware that the child's world becomes more and more distant from direct experiences, i.e. the toy becomes a surrogate of the real world. The contemporary child is oversaturated with toys, perfect, technical, pedagogically justified. But these toys stem from our intentions, adult images, and often impose upon children our opinions of the world and leave only the minimum scope for phantasy and emotions. This oversaturation implies a risk for the child; the child defends itself to some extent by refusing offered toys and finding toys of its own which, from the adult point of view, are unsatisfactory.

369.MICHELET, A.: *Catalogue permanent du matériel.*
/A permanent catalogue of material./
L'Education enfantine, 1978, No. 2, pp. 65-66.
No. 3, pp. 65-66.
1979, No. 4, pp. 65-66.
1979, No. 5, pp. 65-66.
1979, No. 6, pp. 65-66.
1979, No. 7, pp. 65-66.
1979, No. 8, pp. 65-66.
1979, No. 9, pp. 65-66.

In a series of articles the author presents the pedagogical characteristics of toys and didactic aids. Each issue contains an analysis and evaluation of one toy supplemented by an instructional picture. The toy characteristics are developed according to a unified pattern: 1/ pedagogical objective, 2/ description of the toy, 3/ educational uses in nursery school.

Types of toys: 1/ putting down /No. 2/
2/ lacing up /No. 3/
3/ games to identify forms, colours and sizes /No. 4/
4/ chits /No. 5/
5/ sticks /No. 6/
6/ couples /No. 7/
8/ colours and silhouettes /No. 9/

370. MICHELET, A.: *Le centre national d´information du jouet.* /The national information centre of the toy./

L´Education enfantine, 1979, No. 4, pp. 63-64.

The author reports on the activities of the national information centre of the toy; it implements the programme of the International organization for children´s play /ICCP/.

371. MIŠURCOVÁ, V.: *Lidová hračka a její význam ve výchově mladé generace.* /The folk toy and its importance in the education of the young generation./

Hračka, 14, 1979, No. 2, pp. 4-6.
1 photograph, 4 refs.

This is a reflexion upon the educational importance of Czech folk toys that have not lost even for the contemporary generation their charm and attractiveness. Folk toys objectivize psychological experiences and practical experiences of numerous generation that have used them are the representatives of significant aesthetical values. The author of this article suggests, in view of the artistic and educational values and popularity of folk toys with children, to extend their range so that values should not disappear from the cultural heritage which have remained alive up to this day and can enrich the life of contemporary children.

372. OPRAVILOVÁ, E.: Design nábytku pro děti a mládež. /The design of furniture for children and youth./
Hračka, 14, No. 2, pp. 10-11.

This is a report on the symposium entitled Design of furniture for children and youth held in Vsetín. The aim of the symposim was to acquaint the specialist public with the broad spectrum of problems related to designing children's furniture and furniture for adolescents and to bring into harmony the creative principles of this discipline with the fundamental theoretical findings from psychology, pedagogy and paediatrics. Most of the agenda was devoted to data on surveys in this field conducted in the C.S.S.R. and to exchange of experience with specialists from the socialist countries engaged in these problems.

373. OPRAVILOVÁ, E.: Zamyšlení nad výstavou cínových figurek. /A reflexion upon an exhibition of tin figures./
Hračka, 14, 1979, No. 1, pp. 3-5.
3 figs., 1 ref.

This is a reviewing report on an extraordinarily successful exhibition of tin figures prepared by the Cultural and information centre of the German Democratic Republic in Prague. The author of this article views from various angles the historical development of tin figures. While in the past it was especially the artistic and aesthetical values of tin figures that used to be appreciated most, the current attitudes tend to appreciate especially their many-sided pedagogical values. Tin figures have become not only toys, but also didactic aids. In the natural context of functional logic they help develop skillfulness and enrich children's knowledge.

374. PLESSIS, R.: Jeux et jouets de plein air. /Outdoor play and toys./
L'Education enfantine, 1979, No. 9, pp. 23-24.

The author presents the characteristics of spontaneous outdoor games /play with the wind, water, sand, light and spatial games/. Specific toys are required for each kind of play. In addition to spontaneous games there also exist organized games /games with rules, with a ball, racing, etc./.

375. SOUKENKA, V.: Židle, židlička./Chair, little chair./
Domov, 1979, No. 2, p. 63.
3 figs., 1 chart.

For lack of furniture for children, the author made himself a variable little chair for his son. The chair is made up from two pairs of slanting legs which are overcladded in the apex and bolt-jointed. The legs can revolve and open as shears around the bolt. The whole structure is fixed by a hempen girth.
The chair back is made up from three lamella boards 15, 26 and 33 cm deep. The simple design of the chair would enable mass-scale production. The chair can be adjusted according to the child's growing up;

its production would add to the existing range of products a purposeful and practical piece of furniture.

376. ŠKOP, O.: Teorie informací a tvorba hračky. /The information theory and toy creation./
Hračka, 14, 1979, No. 2, pp. 18-20.
No. 3-4, pp. 6-7.
7 refs.

The author of this article considers the possibilities of applying some exact methods to the development of toys and at the same time suggests to make use of the information theory in determining the age at which a particular toy should be used. The author further presents a suggestion for a systematic classification and cataloguing of the amount of phenomena perceived by children of individual age groupe. This catalogue would include and classify perceptions not only with respect to their quantity, but also structure and quality, which would make it possible to specify with adequate accuracy the shape, size, colour, weight, surface, as well as sound effects, movement and functions of the toy as a source of information, always bearing in mind the recipients, i.e. the child´s, potentials.
The above approach would bring elements of rationalization and accuracy into the development of toys for both invalid and defective children.

377.TITĚRA, D.: Hračky propagují Mezinárodní rok dítěte. /Toys promote the International Year of the Child./ Hračka, 14, 1979, No. 2, pp. 2-4.

This is a detailed report on exhibitions of toys held in Czechoslovakia and abroad on the occasion of the International Year of the Child. The aim of these displays was to get the general public acquainted better with the importance of children's play and the role of toys in children's lives.

378.Výstava hračka a dítě. /The Exhibition the Toy and the Child./ Československý loutkář, 29, 1979, No. 7, p. 146. 3 photographs.

On the occasion of the International Year of the Child and the 55th anniversary of founding the Secondary industrial design school in Brno, the Moravian Art Gallery organized an exhibition of toys representing the five-year-long efforts of the pupils and professors drawing on the traditions of the Art Handicraft School in Brno. In addition to photographs and art designs, eighty-three different kinds of toys were on display in prototypes, plaster maquettes, spatial studies and in trial prototypes from designed materials. A questionnaire was also devised as part of the exhibition; it asked the visitors for their written opinions of the displayed objects, viewed from the pedagogical, medical and parental angles.

6. PRESCHOOL EDUCATION

6.1 Learning and other psychological aspects

379.BENDER, J.: Large Hollow Block. Relationship of Quantity to Block Building Behaviours.

Young Children, 33, 1978, No. 6, pp. 17-23.
1 table, 3 photographs, 4 refs.

The author describes an experiment designed to investigate children's behaviour in handling large hollow wooden blocks in the classroom. The article further presents requirements placed on preschool education teachers' training /knowledge of handling materials/. The author enumerates the most important factors stemming from experimentation with materials /to get acquainted with the potentials of the material in the classroom, continuity of experience, knowledge of adequate quantity of materials/. A structure from large hollow blocks represents a tool providing to children essential space for play through which they learn the surrounding world. The author suggests to innovate preschool education programmes; they should particularly include the subject of materials handling. The author further summarizes the findings discovered when observing children's behaviour in handling twenty blocks and in handling seventy blocks. The observations were carried out with six four-year-old boys who had regularly attended the nursery school for eight months. They were always conducted for half an hour; eight types of behaviour were demonstrated during the experiment. The author classified them into three categories. Table 1 contains a detailed description of the categories. It is followed by discussion on the research results. The author states that handling large blocks affects the development of thinking, phantasy, language, creative play and the motor as well as mental abilities of children. He summarizes the recommended quantities and dimensions of large hollow blocks suitable for a quality use of this material in educating children in nursery school, including a survey of economic costs of equipping nursery schools with these aids.

380.OSTROVSKAYA, L.: O detskikh interesakh. /On children's interests./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 24-28.

Children's interests are closely linked with all aspects of their mental development, with thinking, perception, will, memory, emotions. A normal child expresses interest in all that surrounds it. This cognitive interest is very important for the child's intellectual development. It constitutes the driving force for knowledge acquisition, acquisition of skills and habits, life experience, for developing the child's intellect. This is why the teacher pays attention to children's questions.

She teaches them to observe, develops inquisitiveness in children and thus contributes to the development of children's interests. This approach requires that the children's activities in the nursery school should be meaningful and should provide them with large quantities of stimuli. The teacher uses occupations to reinforce and extend the children's interests; then she lets them choose their own activities to the able to realize their interests /to draw, model, construct, do exercises, look through books, dramatize, etc./.

A permanent task of the teacher is to develop children's interest in learning. This requires volitive efforts, consistency, patience, concentration, attentiveness. It is interest, however, that constitutes the strongest motivation for overcoming difficulties. The nursery school routine entails not only interesting, but also obligatory activities /dressing, cleaning/. The teacher makes use of the children's interest to make uninteresting and obligatory activities more attractive to them. All this requires a good knowledge of the child and an individual approach to it.

381. PAVLOVA, L.: Uvazhayte tekushchiy chas. /There is a time for everything.../
Doshkolnoye vospitaniye, 1979, No. 4, pp. 55-57.

The author answers numerous questions of parents whose children show interest in letters and numbers, know letters of the alphabet and the like. The early childhood laboratory of the scientific research institute for preschool education of the Academy of pedagogical sciences of the U.S.S.R. deals with the problem of the potential skills of early childhood. The child's relation to the surrounding world is formed on the basis of orientation responses. The child shows interest in all unknown, new toys, objects, but also symbols, such as letters and numbers. The observation of unknown symbols - letters amuses the child to some extent, yet the child does not try to remember them. It is only when an adult repeats the name several times for the child that it will understand that each sign has a specific name. From that moment the child's interest in letter designation will be enhanced. The child will thus learn the letters of the alphabet in a manner adequate to its age, in handling letters in the same way as in handling cubes, rings, etc.

Three- and three-and-a-half-year-old children having a command of the alphabet can read some words, but , as a rule, they do not show any interest in reading. They prefer didactic games with letters. In a similar way, the child will also learn numbers. It will be able to call them by their names, but it will not know their content. If the child shows interest in letters and numbers, it is correct to give it a construction set with letters and numbers, however, it is also necessary to see to it at the same time that the child should not maintain one-sided interests. Five- to six-year-old children may be purposefully acquainted with letters and numbers, but this should be done on a scientific basis, as recommended in the books written by O.B. Elkonin: Kak uchit detey chitat /How to teach children to read/, Moscow 1976; L.Ye. Zhurova: Obucheniye gramote v detskom sadu /Teaching to read in nursery school/, Moscow 1978.

382. ZELAZKIEWICZ, M.: O sukces każdego ucznia /Cz.I./.
/To make every pupil successful./
Życie szkoły, 1979, No. 7/8, pp. 17-23.

The author deals with problems of structuring the school routine so as to bring to as many children as possible a feeling of satisfaction and success and also to meet fully the educational objectives. He calls for such education as would excite in pupils interest in all the walks of social life.

6.2 Didactic aspects

383. DOYCHINOVA, L.: *Formirane na predstavi za obshtestveniya zhivot u 6-7 godishnite detsa.* /Forming images of social life in six- to seven-year-old children./

Preduchilishtno vazpitanie, 1979, No. 9, pp. 12-17.

Images and concepts from the sphere of life and history of a particular people and country reflect social processes and phenomena and the building up of these images in children requires special procedures and methodology. Every word in this respect must be linked in the child with the reality by means of analogical concepts and images. The author discusses /on the basis of Bulgarian material/ the didactic and methodological characteristics of this cognitive process in children.

384. KADÁNYI, Á.: *A környezetismereti foglalkozások feladata. Az értelmi nevelés és a tudományos világnézet.* /The role of working activities in a teaching subject. Learning one's environment. Intellectual education and the world outlook./

Óvodai Nevelés, 32, 1979, No. 6, pp. 204-210.

The author discusses the concept of learning one's environment, including the methods of teaching the subject. He further discusses the objectives and tasks of intellectual education, didactic foundations laid in teaching, theory of motivation, scientific comprehensibility, correlation between nursery school and real life, object teaching, active approach, scientific systems approach and concentration.

385. SELYUNINA, S.: Problemy obucheniya v pedagogicheskom nasledii A.P. Usovoy. /Problems concerning teaching in the pedagogical heritage of A.P. Usova./

Doshkolnoye vospitaniye, 1979, No. 1 2, pp. 30-32.

Usova was the first in the Soviet pedagogy to introduce the term preschool education; she laid emphasis on the importance of learning for the child's general development, described and explained the specific features of such teaching, defined its content, methods and forms of organization.
The main objective of preschool education is to convey to children specific knowledge of processes taking place in their surroundings /nature, society/, to educate in children positive attitudes to these processes, to teach children specific manners of behaviour and to prepare them for school attendance. Of didactic value is her theory of two categories of knowledge preschool children should have a command of, i. e. knowledge and skills children acquire without special learning in the course of everyday life and such knowledge and skills as can be acquired by children only through special learning. This kind of teaching significantly affects the child's intellectual development. Usova looked for such methods of teaching as would establish the correct balance between the

teachers and children's activities. She considered an instruction a pedagogically effective method of teaching /word, demonstration, explanation/. This method is based on preceding knowledge and experience of children and its activity will take a leading place.

The didactic heritage of Usova, laid down in publications "Teaching in nursery school", "Questions of teaching in nursery school" and "Occupations in nursery school" have remained topical up to this day.

6.3 Preparation for school

386. AENISHÄNSLIN, R. - MENTING, I.: Der Kindergarten als Vorbereitung auf die Schule. /Nursery school as preparation for school attendance./

Der Schweizerische Kindergarten, 69, 1979, No. 1, pp. 20-22.

When the child comes to school, it has to get used to a new environment, new people and new children in its group, a different type of teaching. It is recommended to get nursery school children acquainted with school environment, with the teacher who is going to teach them. Cooperation with parents is important; they should be acquainted with the problems related to children's preparation for school attendance. Close cooperation between nursery and primary school teachers is recommended too; it will make it possible to counterbalance the differences in content and methodology between the work of nursery and primary school. The mutual knowledge of the specific features of both types of school also plays an important role.

387. AHLQUIST, M.: Barnets kön avgör utveclingen. /Boys and girls development in nursery school./

Förskolan, 62, 1979, No. 1, p. 16.
1 fig.

A years´ long survey has confirmed that there are no significant differences between children growing up in the family and children attending nursery school. The boys from nursery school manifested more sense of collective play and preferred their peers over adults in play. The girls, both at home and in nursery school, preferred adults, mostly women and got them involved in play. Boys should get more opportunities to observe men at work during the day - they usually meet only women and can observe only their activities.

388. ANISHCHENKO, O.: Usloviya formirovaniya predposylok uchebnoy deyatelnosti detey. /Conditions required for formation of children´s learning skills./

Doshkolnoye vospitaniye, 1979, No. 5, pp. 39-31.

To achieve success in preparing children for learning activities of the school type, it is necessary to build up in them skills to acquire and apply general ways of behaviour facilitating them to solve a number of practical assignments and to find independent solutions of new assignments as well. One of the important prerequisites of learning activities is the skill to control one´s own activities. Nursery school implements preparation for school teaching mainly in various occupations. Occupations, therefore, should have specially organized contents and corresponding methods and forms. The most effective method of acquiring general activities are the so-called problem-practical or problem-play situations, in which a practical or a play assignment is conceived as a long-range task. A procedure the child is to acquire and apply in solving an assignment of a similar type is explained and demonstrated in detail. The author presents examples of task-solving by comparisons of size and volume and examples of the modelling method used in acquisition of mathematical images.

389.ANISHCHENKO, O.: Vozmozhnosti formirovaniya kontrolya u doshkolnikov. /The possibilities of building up self-control in preschool-age children./ Doshkolnoye vospitaniye, 1979, No. 11, pp. 48-50.

One of the prerequisites of school achievement is the child's ability to exercise control over its own activities. The author presents an analysis of experiments conducted in this respect, mostly based on art education material. She describes the experiments stemming from the hypothesis that in addition to a general orientation, control activities fulfil a specific function and have a specific content determined by the objective and content of that particular activity in which it is formed. This hypothesis was tested in two preparatory classes in Moscow. One group carried out a control activity according to the method involving productive activities /construction/ and cognitive activities /essential mathematics/. The productive activities were conceived as the preparatory stage, whereas the occupations focused on developing mathematical images constituted the primary stage.

It was found that the children were used to their teachers' evaluation, self-evaluation posed difficulties for them. Mutual evaluation was more effective.

According to the level of skills achieved to control the results of one's own activities, the children were divided into four groups rated 0 to 3. At the beginning of the school year most children

reached the 0 and 1st levels, at the end of the school year most children attained the 2nd and 3rd levels.
This confirms that the developed methodology of teaching children control activities is effective and develops children's skills to find and correct their own errors.

390. BÄCHI, E.: Stufenkindergarten. /A facility for school-going-age children immature for school attendance./

Der Schweizerische Kindergarten, 69, 1979, No. 1, pp. 10-11.

In the canton of Zurich, classes are being opened for school-going-age children of average intelligence, who, however, have not attained preparedness for school. These may be children with light brain defects, physically weak children, children weakened by diseases, socially underdeveloped children, children that have no command of the teaching tongue. These children are believed to be able to cope successfully in one year's time with the first class of primary school.

391.BAKONYINÉ, V.A.: *Príprava detí na školu v MĽR.* /Children's preparation for school attendance in the Hungarian People's Republic./

Predškolská výchova, *33*, 1978-79, No. 10, pp. 289-290.

Children's preparation for school attendance constitutes an integral part of a comprehensive educational programme. Nursery school develops child personality in a complex manner, through unified educational activities. This requires education towards collectivism together with an individual approach to every child. Task-oriented play is recommended for building up the foundations of social behaviour. It establishes and develops mutual relations between children, emotional links, which influences the child's integration in a collective. Working education plays a prime role in children's preparation for school. It fosters in children an awareness of obligation and necessity to fulfil one's tasks. It develops problem thinking, teaches children to solve tasks on their own. Habits of correct behaviour are basically moral norms the child acquires in an informal manner. The habits acquired by the child in nursery school will help it cope more easily with the school way of life.

392. BURGUIÈRE, É.: *Le passage de l´école maternelle a l´école élementaire.* /The transition from nursery to elementary school./

L´Education enfantine, 1979, No. 7, pp. 19-20.
No. 8, pp. 15-16.

The author discusses problems of cooperation between nursery and elementary school teachers, analyzes questions of joint meetings and their agenda and deals with specific problems of educational methods in both types of school. The objective of cooperation is to eliminate difficulties, especially in the field of reading, writing and arithmetic.

393. CRÉPIN, R.: *Vie à la maternelle et mathématique.* /Life in nursery school and mathematics./

L´Education enfantine, 1979, No. 7, pp. 13-16.

The author, an inspector and secondary school teacher, outlines preparatory activities designed to develop mathematical thinking. He is not in favour of any special programmes designed to develop mathematical images in nursery school, however, he lays emphasis on the importance of global activities, especially of developing the child´s potentials so as to enhance its growing up, experimenting, learning and working. He sees the foundations of developing cognitive skills in physical activities mostly carried out in the playroom and in play corners. He ascribes a great importance to manipulation which constitutes a basis for developing thinking in symbols.

394. DMITRIYEVA, T.: Podgotovka detey k shkole v SShA. /Children's preparation for school attendance in the U.S.A./

Doshkolnoye vospitaniye, 1979, No. 8, pp. 77-78.

There does not exist a unified system of preschool education even in state-run facilities. In addition to state-run facilities, there are also private facilities financed by companies and religious churches. Parents contribute to some of them partially or completely. State nursery schools accept children from five years of age. They are mostly established within elementary schools as preparatory classes. Day-care centres are opened for the children of working parents, often by industrial plants. They do not pursue any educational goals, providing primarily care of children at the time when their mothers go to work.

The network of preschool facilities has been expanded lately. An impetus was given by the teaching and educational programme entitled "Initial start", focused especially on preparing for school children from poor families and other nationalities. Since it claims the Federal budget, attitudes towards the programme differ in individual states and it is being implemented to a limited extent.

The programme lays emphasis on developing language, mathematical skills and reading habits. Free play is restricted, didactic games prevail; many require the teacher's individual work with the child.

The positive feature of the programme is that it has drawn the public attention to the necessity of preschool education and children´s preparation for school. There has been an increase in the number of institutions, scientific centres at universities that are engaged in the study of early childhood.

395. FIŠEROVÁ, H.: Spolupráce základní školy s mateřskou školou. /Cooperation between primary and nursery school./

Predškolská výchova, 33, 1978-79, No. 6, pp. 171-172.

A primary school teacher presents the results of a several years´ cooperation with nursery school. The introduction of the new concept of educational work has led to the realization that attention should be focused especially on work with children. The objectives of both types of school are to provide preschool preparation for school attendance to all children. Out of seventy children enrolled in the first classes of primary school only one child did not attend nursery school or preparatory classes. Mutual visits, joint meetings and discussion of teachers from both types of school are beneficial. It is important to cooperate in judging the child´s preparedness for school. The tests carried out when the child comes to enroll at primary school according to the guidelines of the district pedagogical-psychological counselling service have not been successful. The nursery school teacher is better suited to judge the child, for she has mostly had the opportunity of studying it for

An examination by the district counsellor usually confirms the correctness of the nursery school teacher´s opinion.

396. CHAUMIN, R. - LASSALAS, P.: *L´atelier d´écriture.* /A writing corner./
L´Education enfantine, 1979, No. 5, pp. 13-15.

The authors describe the opening of a corner in the classroom in which children gather to learn to write. The authors put themselves the questions of why children should learn to write in nursery school, what methods should be used and what aids should be employed. The description of their personal experience testifies to the fact that nursery schools strictly observe the rules of an individual approach to children.

397. KHLEBAROVA, V.: *Formirane na kachestva za uchebna deynost u detsata.* /How to build up in preschool children qualities necessary for learning activities./
Preduchilishtno vazpitanie, 1979, No. 10, pp. 38-41.

Three types of activities are implemented to a differing degree: play, learning and work. Play constitutes the principal activity. The building up of qualities necessary for learning is a lengthy and complex process; the author illustrates some of its specific features on examples taken from practical experience.

SELECTIVE BIBLIOGRAPHY

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PART II

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398. INDRA, F.: Příprava budoucích školáků. /The preparation of future school pupils./

Učitelské noviny, 29, /82/, 1979, No. 8, p. 9.

The author of this article reports on the work of preparatory classes at nursery schools in the district of Jindřichův Hradec. Even though the network of nursery schools has been expanded /there are 70 nursery schools with 32 classes and 4008 pupils/, it is not possible to place all children in nursery school. The objective of preparatory classes is to get involved in systematic educational and teaching work those children that are educated only in their families. These are usually children that are inadequately prepared from the social point of view, they are not used to a collective, to controlled work in a group of peers. Children do not learn to read or write, but they acquire knowledge, habits and skills necessary for school work through a suitable organization of various activities implemented in the form of locomotive, cognitive, working and aesthetical games.

399. KALINOWSKI, M.: Niepowodzenia szkolne a społeczne niedostosowanie. /School failure and social unadaptability./

Życie szkoły, 1979, No. 12, pp. 3-7.
This is an analysis of the concepts "school failure" and "social unadaptability", including the causes of learning failure. In conclusion, the author discusses the correlation between school failure and social unadaptability.

400. KONTSTVAYA, L.: O preyemstvennosti v rabote detskogo sada i shkoly. /On continuity in the work of nursery and primary school./

Doshkolnoye vospitaniye, 1979, No. 10, pp. 45-46.

The municipal department of national education has prepared for nursery and primary school recommendations how to draw up their plans of cooperation:
1/ to test yearly children's preparedness for school attendance, to study children's behaviour and achievement in the first half of the school year in the first class of primary school; 2/ to set the principal objectives to be fulfilled jointly by both nursery and primary school, based on the results of the tests; 3/ to establish cooperation in the field of pedagogical education.
School inspections are designed to investigate children's preparedness for school. The municipal methodological centre has set up a commission on continuity; it studies the work of nursery and primary schools, generalizes positive experience.

A methodological section of nursery school teachers was set up within 72nd primary school; it tackles questions, such as activation of thinking in math classes, during occupations in nursery school and the like. The department of national education recommends that children from one preparatory class of a nursery school should move up together to the same class in a primary school.

401. KRASNOVA, T.: Preyemstvennost detskogo sada i shkoly. /Continuity in the work of nursery and primary school./

Doshkolnoye vospitaniye, 1979, No. 5, pp. 18-20.

Mutual visitations of nursery school teachers working in preparatory classes and teachers in first classes of primary school has helped to discover some shortcomings in nursery school activities: inaccuracies in setting assignments to children, excessive care of children, little demands placed on the quality of work; children are not able to apply in practice acquired knowledge. The nursery school teachers realized these shortcomings especially in observing best primary school teachers during classes. They analyzed these problems and derived conclusions applying to their own work. The positive results of this analysis reflect in the school achievement of children they have prepared for school.

402. MACEK, K.: Otázky školní zralosti dětí z předškolních dětských domovů z pohledu pediatra.
/Some questions concerning the school maturity of children from preschool children´s homes viewed by a paediatrician./

Otázky defektologie, 21, 1978-79, No. 8, pp. 353-365.
5 tables, 28 refs.

This is an extensive report on a survey conducted with the group of 116 children of preschool age /65 boys and 51 girls/ left in institutional education. Children from preschool children´s homes of the Central Bohemian region were chosen for the survey. On the basis of detailed paediatric and psychological examinations, school attendance was recommended to be postponed for 46% children. The average I.Q. for the whole group was 83, it increased to 87 on exclusion of six children suffering from debility, i.e. to the general average. Slightly higher results were achieved by children placed in the children´s home before reaching three years of age. Relatively speaking, this fact can be recognized as more beneficial for the children: professional, standard care was provided for them, they were even protected against repeating stress situations in their own families. On the other hand, a question arises why foster care was not used on a larger scale in these cases.

403. MACEK, K.: Prvňáčkům a jejich rodičům na uvítanou. /A welcome to first-grade pupils and their parents./

Děti a my, 9, 1979, No. 3, pp. 3-4.
1 photograph.

This is a methodological guideline for parents how to prepare their children for school and how to continue in this respect throughout the first year of their going to school. He formulates requirements that should be placed on the first-grader's work both at home and at school. He or she should help with household chores /cleaning, preparation and serving of meals, washing up of dishes, or shopping/. The first-grader should also spend enough time outdoors, should get sufficient physical exercise and sleep.

404. MACCHIETTI, S.S.: La scuola del bambino e quella del fanciullo. /School for preschool-age children and primary school./

Scuola materna, LXVI, 1979, No. 12, pp. 743-745.
4 refs.

The objective of nursery school is preparation for primary school. Coordination of nursery and primary school activities is possible on condition that both types of school will base their work on pedagogy which has a knowledge of and develops the child's skills. The current activities of teachers, educators and whole classes are not coordinated. The author of this article mentions some positive experience from abroad where there exists cooperation between nursery and primary school teachers. Experiments are being conducted in this field in Italy at present.

405.MADRE, M.I.: Éveil à l´esprit scientifique.
/The awakening of the scientific mind./

L´école maternelle française, 1979, No. 2, pp. 5-8.
No. 3, pp. 5-7.
No. 4, pp. 4-5.
No. 5, pp. 4-5.
No. 6, pp. 4-5.
No. 7, pp. 7-8.
No. 8, pp. 5-6.
No. 9, pp. 7-10.

The author of this series of short articles looks for an answer to the question whether nursery school provides suitable soil for the awakening of interests in various spheres of cognition. No. 2 is focused on history and outlines the possibility of making use of it to affect the development of perception, to enrich the child´s knowledge and to introduce it to culture. No. 3 is devoted to the development of interests in nature in the field of meteorology, botany and zoology. No. 4 suggests topics to develop the knowledge of senior-group children/ flower-growing, keeping a hamster, physical experimentation with a snake-pit and with magnets/. No. 5 suggests topics for activities of medium-group children focused on the preparation of meals. No. 6 suggests how to acquaint the youngest children with the world of technology. No. 7 suggests methods how to develop children´s knowledge in observing the life of rabbits. No. 8 uses the example of the electric lamp to show how to develop children´s interest in physical processes. No. 9 describes experience with controlling children´s interest in the field of flying.

406. MITEVOVÁ, Ž.: Poznatky z práce učiteliek materských škol v prípravných oddeleniach. /Some conclusions derived from the work of nursery school teachers in preparatory classes./

Predškolská výchova, 34, 1979-80, No. 4, pp. 103-105. 3 photographs.

The author reports on experience from the 4th district in Bratislava. Parents themselves feel the need to integrate their children in a children´s collective so that they may get acquainted with school environment and adapted to the conditions and life rhythm of school.
The tasks of the programme of educational work reflect in all activities. Children coming from family environment find a great pleasure in creative play, when they get acquainted with new toys and find play-mates. Two occupations are designed for preparatory classes. Children coming from family environment have relatively little experience in the field of social life. The teacher, therefore, takes them out for walks in historical places in the vicinity of the school, which becomes a great emotional experience for the children. These children also leg behind in working habits, for example, in handling scissors; nevertheless,

they show a great interest in these activities. The same applies to various techniques of art activities. The teacher has to devote a lot of attention to musical education, for the children know only a few songs. The results of work in preparatory classes point out to what is missing in family education and confirm the necessity of providing public preschool education for all five-year old children. The attendance of preparatory classes is only a short one; it would be ideal to open them as early as the first half of the school year.

407. Připravujeme se na školu. /We are preparing for school./

Učební pomůcky ve škole a v osvětě, 19, 1979, No. 3, p. 48.

This is a set of 33 colour slides with accompanying text; it is designed as a teaching aid for nursery school. It should serve for pedagogical education at PTA-meetings in the field of problems related to children's systematic preparation for school attendance.

408. SCHÜTTLER - JANIKULA, K.: Legasthenie: Was steckt dahinter? /Dyslexia: What is behind it?/
Spielen und lernen, 12, 1979, No. 1, pp. 70-74.

A well-known child psychologist explains the symptoms of dyslexia and analyzes its most frequent causes. He states that the percentage of dyslectic children makes up the figure 5-15 in every population year of first-graders. He lays emphasis on the necessity of individual work with these children, both on the part of teachers and parents. At the same time, he stresses that this reading defect does not affect general intelligence and that it is possible, in co-operation with specialists, to compensate it completely.

409. SVOBODOVÁ, M.: Než se stanou prvňáčky. /Before they become first-graders./
Učitelské noviny, 29, /82/, 1979, No. 13, p. 5.

This is a report on the mutual cooperation between nursery school teachers, teachers in first grades of primary school and parents in the district of Chrudim in securing a smooth transition of children from one type of school to the other. The author also mentions the forms of cooperation with primary school /visitations, visits in after-school facilities, participation of oldest nursery school children in festive events organized by primary school/. Cooperation has also been established with the local national council - its school education commission and with a patronage plant.

6.4 Teaching aids and technical teaching equipment

410. CHESHEVA, S.: Deti slushayut muzyku. /Children listen to music./

Doshkolnoye vospitaniye, 1979, No. 1, pp. 83-86.

This is a report on a new teaching aid, a set of 12 long-playing records entitled "Children listen to music". The choice of the material is in agreement with the curriculum of educational work in nursery school; it consists of musical compositions suitable for children from one to seven years of age. Its first part contains material graded according to children's age, used by the teacher in working with the children. The remaining material comprises compositions which can be used in organizing celebrations and children's parties.
The set is also designed for family use.

411. GERBOVA, V.: Rabota s syuzhetnymi kartinami. /Working with subject-oriented pictures./

Doshkolnoye vospitaniye, 1979, No. 1, pp. 18-23.

At junior preschool age the looking at and talking about a picture constitute the most effective means of getting acquainted with one's environment. The aim is especially to make more precise the child's images of known objects and processes. A subject-oriented picture represents

valuable material for language development.
Pictures designed specifically for use by nursery school teachers respect the fact that the child wants to be active and to imitate what it can see in the picture. The subject of the picture enables to transform observation into play. An occupation concluded by play is in keeping with the child´s need to behave independently. In play, the child will reinforce information and impressions obtained during observation of pictures.
When looking at pictures, the teacher´s questions play an important role. They should 1/ help the child recognize the content of the picture, 2/ help the child purposefully describe objects and processes, 3/ turn the child´s attention to the mutual relationships expressed in the picture.
The teacher will focus his or her questions on comparisons of facts and making simple conclusions, will mobilize the children´s previous experience, require answers or suggestions beyond the scope of the picture.
The author of this article further presents examples of short introductions to individual pictures.

412. GOREMYCHKIN, A.: Muzykalnyy uchebno-tekhnicheskiy komplex. /Musical technical teaching laboratory./

Doshkolnoye vospitaniye, 1979, No. 2, pp. 70-74.

This is a detailed technical description of the equipment of the laboratory designed for listening to reproduced music, both by the class together or by individual pupils.

413. GOREMYCHKIN, A.: Muzykalnyy uchebno-tekhnicheskiy komplex. /Musical technical teaching laboratory./

Doshkolnoye vospitaniye, 1979, No. 3, pp. 52-54. Finished.

The introduction of individual listening to musical compositions has eliminated the time problem. During three terms, and with the number of 220 pupils, 2800-3000 individual listening sessions took place. Individual extracurricular listening to music makesit possible to make a more rational use of classes.
When learning songs, pupils record one strophe of every song on tape. This enables the teachers to examine the singing skills of all pupils. A tradition has been established of pupils being presented with a tape in the first term on which they will record all their singing performances. By the end of the fourth year of their training they will have accumulated a recording of their singing development and formation.
This technique has proved beneficial for both the teachers' and pupils' potentials. In the course

of four years the quality of pupils´ knowledge has increased by 71-82%. This was confirmed by the results of entrance examinations and achievement of those pupils who continued their study at the pedagogical institute.

414. Ilustrácie kníh pre deti. /Illustrations in books for children./

Učební pomůcky ve škole a v osvětě, 19, 1979, No. 3, p. 48.

This is a set of 30 illustrations from most popular books for children. The intention is to teach children to recognize the works of outstanding illustrators. The teaching aid is designed for the first and second grades of primary school.

415. Kterak řádně ve škole seděti. /How to sit properly at school./

Učební pomůcky ve škole a v osvětě, 19, 1979, No. 1, p. 15.

The film deals with the problem of correct sitting and various kinds of children´s locomotive activities. It uses a witty form to convince teachers and parents about the necessity of compensation exercise in pupils´ daily routine. Specialists in the disciplines of child and sports medicine express their views. This teaching aid is designed for teachers´ and parents´ education.

416.LUSTYKOVÁ, H.: Jaké pomůcky využívám při rozvoji matematických představ. /What aids do I use in developing mathematical representation./

Předškolská výchova, 34, 1979-80, p. 3, suppl. 10 photographs.

To develop mathematical representation, the author also uses some aids designed for intellectual education and supplied by the national organization Komenium. She further describes aids she has made herself. Children like to work with these aids and consider playing with them an interesting activity.

417.Nástěnné obrazy k dopravní výchově. /Wall pictures designed for traffic education./
Učební pomůcky ve škole a v osvětě, 19, 1979, No. 1, p. 15.

The pictures are designed for the practising of the basic rules of road traffic conduct of pedestrians and cyclists. The teaching aid is designed for traffic education in 1st to 5th grades.

418.NEČAS, F.: Hlavní zaměření práce n.p. Komenium. /The principal objectives of the work of the national organization Komenium./

Učitelské noviny, 29, /82/, 1979, No. 6, p. 3.

The author of this article reports on supplying new teaching aids to primary schools according to the requirements set out in the new concept of the system of teaching and education. The national organization Komenium supplied last year teaching aids and equipment amounting to the total of 104 498 000 Cz. Crowns. The author further mentions the long-range plans of providing schools of all types with teaching aids and equipment, cooperation in research with the Pedagogical research institute, partner organizations in the socialist countries and international cooperation in the major research project entitled "A prognosis of the development of school aids and equipment in the next fifteen years". International cooperation within the Council of Mutual Economic Assistance member countries contributes to the tackling of the key problem - manufacturing of teaching aids /German Democratic Republic, Hungarian People's Republic, the U.S.S.R./. The author further mentions the contribution of Komenium to publicizing new teaching aids and methods of work /by organising seminars, displays, instruction courses, methodological sessions/.

419. OKASOVÁ, H.: Textilný záves. /A cloth curtain./

Predškolská výchova, 34, 1979-80, No. 2, suppl.
2 photographs, 2 figs.

This is an instruction how to make a cloth curtain serving as a teaching aid for literary education as well as a room decoration. The following criteria were taken into account in making the aid:
1/ to combine spoken word with picture observation,
2/ to disturb the static character of picture,

3/ to present a completed action in one picture,
4/ to make a durable aid.

The aid is easy to use both by the teacher and the children.

420. Performance Objectives and Curriculum Cards for Preschool Children.

West Bailey, Adapt Press, Inc.
Reviewed in: Young Children, 34, 1978, No. 1, p. 100.

The aid consists of 932 carefully arranged assignments /to observe developmental progress/ to facilitate evaluation and teaching in the field of cognition, language /practising of correct speech/, development of skills of self-service, social skills and development of fine and coarse motor skills. The use of curriculum cards facilitates the application of different teaching processes and the selection of varied material for teaching.

421. Pohádky na kartách. /Fairy tales on cards./

Učební pomůcky ve škole a v osvětě, 19, 1979, No. 1, p. 15.

This is a set of four fairy tales depicted on cards. The aid is designed for the language and literary education of six-year-old children in nursery school, preparatory classes of nursery school and in special schools.

422. Pomůcky a hračky pro mateřské školy. Pomůcky pro základní školy. /Teaching aids and toys for nursery school. Technical equipment and teaching aids for primary school./

Učební pomůcky ve škole a v osvětě, 19, 1979,
No. 3, p. 48.

Diaphones are designed especially for teachers and student teachers. They report on the concept of teaching aids production and present a complete survey of aids, programmes and equipment.

423. Rok prírody v obrazoch. /The year´s seasons in pictures./

Učební pomůcky ve škole a v osvětě, 19, 1979,
No. 2, p. 32.

This is an aid designed for nursery schools in Slovakia to serve for the reinforcement of children´s knowledge of the world of nature. It can also be used in language and literary education.

424. ŘEŠÁTKO, M.: 17. Didacta. /The 17th Didacta./

Učební pomůcky ve škole a v osvětě, 19, 1979,
No. 2, pp. 23-26.
14 refs.

This is a report on the exhibition of teaching aids, the 17th Didacta, held on 27th - 31st March in Düsseldorf in the Federal Republic of Germany. Approximately 5% exhibits were designed for pre-school education and special education. Compared with the preceding exhibitions, the existing state can be characterized as a comeback to classical teaching aids. The development of didactic technology has practically stopped. Most displayed objects designed for nursery school constituted didactic toys. Manufacturers usually use plastics, some have returned to traditional materials. The best-planned system of teaching aids designed for nursery school was presented by the firm GLOBE EDUCATION from Great Britain. It contains aids for the physical education of preschool children and a set of aids to develop creative thinking, pictorial alphabets and games with numbers enhancing an unforceful teaching of children. As regards mathematics, various systems have been designed to teach the essentials of the set theory applied in math classes. There is a new trend aiming at providing nursery schools with aids from which children construct furniture, such as triangular prisms covered with imitation leather used by children to make beds, chairs or little tables. This approach encourages the constructive creativity of young children, for example large-scale construction sets using wooden prisms. Children use them to make houses inside which they can play.

425.Soubor maňásků pro 1.-4. ročník základní školy. /A set of glove puppets designed for 1st to 4th grades of primary school./

Učební pomůcky ve škole a v osvětě, 19, 1979, No. 1, p. 16.
1 photograph.

The teaching aid is designed for literary education in the Czech language and for science subjects. Pupils use the glove puppets to improvize during reading, narration or dramatization of excerpts from readers or recommended reading.

426.SÜVEGES, K.: Faktory ovlivňující vývoj pomůcek pro matematiku. /Factors affecting the development of aids for math classes./
Učební pomůcky ve škole a v osvětě, 1978-79, No. 10, pp. 146-147.
4 refs.

The author reports on the modernization of mathematics teaching in the first grade of primary school and at secondary schools in Hungarian People´s Republic. The modernization of curricula and methods of teaching mathematics also affects the development of new teaching aids and equipment. He presents a characteristic of demonstration means, including a survey of the existing teaching aids designed for modern mathematics teaching. He discusses games used in math classes and suggests how to plan the use of teaching aids and equipment.

427. Terče na označovánie trasy. /Arrows to mark the route./

Učební pomůcky ve škole a v osvětě, 19, 1979, No. 2, p. 32.
1 photograph.

The aid is designed for physical education in nursery schools in Slovakia. It consists of 20 arrows and can be used on environmental trips to get one's bearings in an unknown landscape.

428. Velké a malé. /Big and small./

Učební pomůcky ve škole a v osvětě, 19, 1979, No. 1, p. 15.

This is a set of 20 colour pictures of farm animals and their young ones designed to be used in intellectual education, for getting children acquainted with nature and for stretching their word power. It is intended for nursery school and crèches.

7. CARE OF HEALTH AND PHYSICAL EDUCATION

429. KOTZMANOVÁ, J.: Mezinárodní rok dítěte a zdravotní péče o dítě v ČSR. /The International Year of the Child and child health care in the Czech Socialist Republic./

Zdravotnická pracovnice, 29, 1979, No. 6, pp. 291-295.

1 photograph.

Systematic medical examinations of children that have reached three years of age and before they start school have been introduced in the system of care of preschool children. Wherever possible, children of other preschool age groups are examined, too. The aim of these medical check-ups is to investigate the general medical condition and the mental development of the child, as well as its vision, hearing, language development and the child's social adaptability. If need be, these check-ups are supplemented with examinations by doctor-specialists.
As regards care of children suffering from nervous disorders, especially from consequences of child brain polio and care of mentally handicapped children, efforts are concentrated on finding these children as early as possible so as to provide them with effective rehabilitation and complex care.
Every infant undergoes fourteen preventive check-ups in its first year of life. At the end of 1978, there were 1330 crèches with the capacity of 56 996 places in the Czech Socialist Republic. The capacity of

the crèches and crèche departments in combined crèche-kindergarten facilities makes it possible to place 16.9% out of the total number of infants and children from six months to three years. At the end of 1977 there were 18 infants' homes with the capacity of 1.200 places and 34 children's homes for 1.783 children under three in the Czech Socialist Republic.

430. KUZINA, V.: So vserossiyskogo smotra. /An All-Union inspection./

Doshkolnoye vospitaniye, 1979, No. 1, pp. 37-39.

The collegium of the ministry of health care of the R.S.F.S.R. and of the ministry of school education of the R.S.F.S.R., the presidium of the central committee of the trade union organization of medical personnel and the presidium of the central committee of the trade union organization of school education personnel decided to carry out in 1978 and 1979 inspections of preschool facilities aimed at improving the standards of care of children's health and reducing the morbidity rate. In addition, attention focused on expanding the network of preschool facilities, publicizing the practical experience of the most successful facilities, applying scientific findings in practical work. The inspection commissions of Kaliningrad and Kaluga districts reported on the current results of their activities at a meeting of the organizational committee of the ministry of school education of the R.S.F.S.R. in September 1978. A number of lectures and seminars had been organized for preschool personnel to discuss medical subjects. A scientific-practical conference was in preparation to deal with the topic of children's physical education. Some positive results had been achieved in the construction of new nursery schools and in raising the hygienic standards of the existing facilities. Medical care was often hampered by shortage of personnel. Children's dental care had improved. An extensive network of medical education of the population had been established.

7.1 Nutrition

431. L'alimentation des jeunes enfants. /The nutrition of young children./ J. Van der Hofstadt ...
L'Enfant, 1979, No. 1, pp. 9-27.
10 tables.

This is a scientific study dealing with the nutrition of children between three to six years of age; so far, this problem has remained on the periphery of researchers' interests. The introductory part uses the casuistic method, the remaining text is statistically processed. The author presents an analysis of nutrition with respect to caloric intake, nutrients /proteins, lipids, carbohydrates/, vitamins requirement, requirement of mineral salts, water, etc. He specifies average figures for individual preschool age years and defines the principles of the correct food structure in the family and public institutions.

432. KUBÁT, K.: Úvodní referát k tématu Kojenecká a dětská výživa. /An introductory paper on Infants´ and Children´s Nutrition./

Československá pediatrie, 34, 1979, No. 1, pp. 4-5.

In his paper, delivered at the 19th Congress of the Czechoslovak Paediatric Society held on 3rd-6th July 1977 in Prague, the author focused his attention especially on the nutrition of infants and children under three. His paper was followed by other scholars´ papers, both foreign and Czechoslovak. Some of the titles are mentioned here: Some topical aspects of children´s nutrition /W. Plenert, German Democratic Republic, pp. 6-7/, Modern trends in infants´ nutrition /B.Lindquist, Sweden, pp. 8-10/, Use of chemically defined nutrition Berlanim /W. Heine, German Democratic Republic, pp. 12-13/ and others.

433. OLMROVÁ, J. - BLAŽEK, N.: Jídlo není jenom jídlo. /Food is not only food./

Děti a my, 9, 1979, No. 2, pp. 25-27.
3 photographs.

This is a series of articles taking a new approach to food and its preparation; its introductory part presents a historical survey of food provision in the past and effects of these activities on man´s development in the past and today. At present, man increasingly has only partial experience with food. Contemporary children do not recognize its value /uneconomical management of foodstuffs/. The child turns into a buyer, immediate contact

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with foodstuffs during shopping disappears. Contemporary supermarkets offer to the child mostly attractive packings, but do not enable it to feel the goods. In the contemporary pattern of the world, everything is for sale, the function of cooking meals changes, too. Meals are usually brought home cooked, or as semi-finished products so that the child will not come in touch with their complete preparation /such as the killing and plucking of poultry/. The authors of this series of articles state that it is very important that the child should get the chance, at least occasionally, to participate in the complete process of food preparation at home.

7.2 Motor development and physical exercise, locomotive education

434. BAKANENKOVA, L.: Povyshat kachestvo obucheniya detey na zanyatiyakh po fizicheskoy kulture.
/To raise the standards of teaching children in occupations from physical education./

Doshkolnoye vospitaniye, 1979, No. 10, pp. 19-23.

The author presents some guidelines stemming from the generalization of the existing state of development of physical education, especially with respect to occupations. It is necessary to intensify physical exercises, extend the selection of individual exercises for their practising. The quality of practising is enhanced by accompanying music.

Movement is taught in three stages: 1/ initial training of locomotive activities, 2/ practising, 3/ perfecting and mechanizing activities. Each exercise has to be demonstrated and explained.
The intensity of movement and activities during occupations will be enhanced by a suitable method of organizing children. Exercising in groups has been found successful with older children, for example.
Good performance should be appreciated immediately on finishing the exercise, not only after the whole occupation is completed; this is the only effective method.
Physical education occupations bring about a certain excitation of the child's nervous system. For that reason, loading should be gradually lifted as the occupation progresses. Even in doing this there exist several possible alternatives; for example, not to march, but to use dancing steps, games accompanied by music, breath exercises.

435. BEDNÁŘOVÁ, V. - KODAYOVÁ, H.: Rodiče a děti. Hodina v tělocvičně. /Parents and children. A lession in a gymnasium hall./

Základní a rekreační tělesná výchova, 24, 1979, No. 6, pp. 12-13.

This is an example of parents´and children´s exercising together in a gymnasium hall.

436. BERDYCHOVÁ, J.: Funkcia telesnej kultúry vo vývoji dieťaťa. /The role of physical education in child development./

Trenér, 23, 1979, No. 11, pp. 497-508.

The author lays emphasis on the importance of movement development and its effects on cognitive processes, affections, will and the child´s behaviour. She describes the characteristics of movement development of children under six /infants, toddlers and preschool-age children/. She describes the new concept, content, organizational forms of physical education of children under six.

437. BERDYCHOVÁ, J.: Mezinárodní rok dítěte. /The International Year of the Child./

Základní a rekreační tělesná výchova, 24, 1979, No. 3, p. 1.

The author stresses,the importance of the principles of the Declaration on the Rights of Children, adopted by all member countries of the United Nations Organization twenty years ago. The Czechoslovak

Association of Physical Education contributed to the programme of activities prepared on the occasion of the International Year of the Child - in the field of locomotive activities. Its commission on young children's physical training has developed, in addition to competitions, also a short composition in which children, guided by adults, will be able to acquire new locomotive skills.

438. BERDYCHOVÁ, J.: Připravujeme se na spartakiádu. /We are getting ready for the Spartakiad./

Základní a rekreační tělesná výchova, 24, 1979, No. 3, pp. 3-4.

The author describes the methodology of some acrobatic exercises parents can practise with their children. She stresses the educational importance of acrobatic exercises.

439. BERDYCHOVÁ, J.: Připravujeme se na spartakiádu. /We are getting ready for the Spartakiad./

Základní a rekreační tělesná výchova, 24, 1979, No. 5, p. 27.

The author mentions in her article some locomotive activities conceived as spontaneous play which can be of help in practising the composition.

440. DVOŘÁKOVÁ, H.: Lette, bílé holubičky. /Fly, little white doves./

Základní a rekreační tělesná výchova, 24, 1979, No. 10, p. 17.

The author stresses the versatile uses of the gramophone record designed for a child to exercise with an adult partner.

441. DVOŘÁKOVÁ, H.: Připravujeme se na spartakiádu. /We are getting ready for the Spartakiad./

Základní a rekreační tělesná výchova, 24, 1979, No. 1, pp. 4-5.

The motto of the composition - The message of peace - appears at the beginning, in the middle and in conclusion it will be expressed by a "dove of peace" personified by the children.

442. DVOŘÁKOVÁ, H. - ŠÍRKOVÁ, H.: Připravujeme se na spartakiádu. Cvičení rodičů. /We are getting ready for the Spartakiad. Exercises for parents./

Základní a rekreační tělesná výchova, 24, 1979, No. 3, pp. 3-4.

Methodological series No. 4 - exercises for parents.

443. DVOŘÁKOVÁ, H. - ŠÍRKOVÁ, H.: Připravujeme se na spartakiádu. Rodiče a děti. /We are getting ready for the Spartakiad. Parents and children./

Základní a rekreační tělesná výchova, 24, 1979, No. 2, p. 8.

Methodological series No. 3 - exercises for parents.

444. Fizkulturnyye zanyatiya na vozdukhe - sredstvo ukrepleniya zdorovya detey. /Outdoor occupations from physical education - a means of reinforcing children's health./ G. Yurko...

Doshkolnoye vospitaniye, 1979, No. 8, pp. 49-51.

The authors have developed and tested for a number of years a methodology of outdoor exercises for six- to seven-year-old children to be practised throughout the year. The playground is equipped for this purpose with balancing beams, man-holes, basketball net and other apparatus. In winter, children exercise in sports clothes, including caps, at temperatures under -10°C they put on anoraks.

The length and organization of occupations are in keeping with the curriculum requirements. Exercises which involve a lot of movement /running, jumping/ are practised mostly in cold weather. The methodology of these occupations aims to achieve a high level of locomotive activity in children. During an occupation, children run, on the average, through up to five laps 80-100 m long. The structure of the occupations is the usual one, consisting of the introductory, main and conclusive sections. The authors describe in detail individual sections.

According to measuring devices, six-year-old children make 3.500 up to 4.000 movements during the occupations, which is considerably more compared with children practising exercises indoors. Children that regularly exercised outdoors, fell ill usually only once a year, the disease took only a light course and did not take longer than seven days.

445. GONDEKOVÁ, L.: Predspartakiádná činnost´ v predškolskom zariadení. /Pre-Spartakiad activities in preschool facilities./

Predškolská výchova, 14, 1979-80, No. 1, p. 25. 1 photograph.

The author reports on experience with parents´ exercising with their children. They come to the gymnasium hall of the primary school to practise. The parents begin to show interest in their children´s quality of movement, body posture, behaviour in unusual situations.

446. GRISHIN, V.: Igry s myachom i raketkoy. /Games with a ball and a racket./

Doshkolnoye vospitaniye, 1979, No. 4, pp. 24-27.

This is a description of games that can also be played outdoors. The author mentions for each game its objective, description and the methodological procedure to be used.

447. GUSAK, Sh.: Uprazhneniya s predmetami na fizkulturnykh prazdnikakh./ Exercises with various objects at physical training festivals./
Doshkolnoye vospitaniye, 1979, No. 7, pp. 18-21.
5 figs.

This is a description of five exercises with little flags, balls, rackets and other objects and apparatus suitable for use in preparatory classes. They are also easy to use at children's festivals and parties. The preparation of children for such performances plays, in addition to the physical aspect, also a great educational role. It develops in children social activity and a sense of collectivism.

448.HOGREFFE, J.: _... und ausserdem noch Schwimmen gelernt._ /...and have learnt to swim as well./

Spielen und lernen, 12, 1979, No. 6, pp. 10-16, 5 photographs.

This is a report on the "WAL" project /WHALE project/ designed to increase the safety of preschool children in contact with water, to rid them of fear of water and, eventually, to teach them to swim. The parents of the children involved in this project worked as instructors under the guidance of specialists. The whole twenty-lesson course was designed as play activities in water, swimming itself constituted only a sort of a by-product. The author describes the methodology of these activities and points out that these locomotive activities not only helped the children, but did also a lot of good to their parents and contributed to a healthier locomotive routine.

449. JAVŮREK, J.: Cvičení dětí s funkčními oběhovými poruchami. /Exercises for children with functional circulatory disturbances./

Děti a my, 9, 1979, No. 3, pp. 15-16.
7 photographs, 1 fig.

In the period of stormy growth, especially in puberty and adolescence, some children considered to be highly strung develop complaints their parents assume to be signs of heart irregularities. These problems are caused by the insufficient nervous control of cardiac activities and the blood circulation. The correct choice of exercises and locomotive routine are virtually the only one and effective treatment for these children. At first, these exercises consist predominantly of elements with moderate up to medium loading, laying emphasis on breathing coordination, correct body posture. Competitive elements are not stressed at the beginning so as to avoid the building up of emotional stress. The article also contains a methodological description of these exercises and instructions how to practise them correctly.

450. JAVŮREK, J.: Cvičení dětí trpících zácpou. /Exercises for children suffering from constipation./

Děti a my, 9, 1979, No. 2, pp. 18-19.
8 photographs.

This is a methodological instruction for exercises designed to control digestion and bowel movement of children from early age. To practise bowel movement, exercises are designed for abdominal muscles, combined with rhythmic breathing. As regards spasmodic constipation, total relaxation must be achieved first, as well as spinal activity at lower parts of the trunk.

As regards plain constipation, the child's food should contain lots of vegetables, whereas in cases of spasmodic constipation, the child should get fine, non-irritative food, with always a lot of liquids and vitamins. Regular daily exercise will not suffice, it is necessary to fit into the child's daily routine an hour of condition training or sports activities combined with a walk.

451. JAVŮREK, J.: Preventivní cvičení dětí a rodičů při žilní nedostatečnosti dolních končetin. /Preventive exercises of children and parents in veinal insufficiency of the lower extremities./
Děti a my, 9, 1979, No. 4, pp. 15-16.
6 photographs.

These are methodological guidelines for exercises of children and parents in cases of a real social disease entailing serious economic consequences - veinal insufficiency of the lower extremities /varices/. The veinal walls in such cases deteriorate, which is an inborn quality caused by inferior tissue quality. The objective of preventive care is to eliminate unnecessary standing /do not recommend trades or professions where standing is necessary/, to teach how to practise a profound feet hygiene, to treat skin abrasions and slight skin inflammations, to wear suitable shoes, to prevent obesity and to include feet exercises into the daily routine.

452. YERMAK, N.: Organizatsiya fizkulturnikh zanyatiy.
/Organization of occupations from physical education./

Doshkolnoye vospitaniye, 1979, No. 11, pp. 11-15.
4 figs.

The author reports on experience with work in a mixed-age class, divided into two age groups. With this structure, the teachers found it best to use such a type of occupation as makes it possible to work with all children at the same time, however, both age groups are set different assignments in compliance with the curriculum requirements. This method of work can be introduced from the second quarter of the school year when younger children begin to be able to get their bearings in space and to understand the teacher's instructions. The following criteria should be observed in structuring individual occupations: 1/ to select exercises according to the curriculum requirements taking into account children's maturity, 2/ to organize the occupation so as to make sure that all children exercise active movements all the time, 3/ either age group should be differently loaded according to the children's real possibilities. The author further describes two occupation including assignments and activities designed for two age groups

453. JÍROVÁ, Z.: Dechová cvičení. /Deep-breathing exercises./

Predškolská výchova, 34, 1979-80, No. 4, pp. 106-107. 3 refs.

Short, two- to three-minute-long deep-breathing exercises are integrated in language, musical and physical education. Their objective is to train and control physiologically correct inhaling and exhaling. Deep-breathing exercises can be combined with movement of the whole body, for example, when walking, galloping, or with movement of the shoulders. These exercises enable to achieve the maximum extension of the chest. The author further presents methodological guidelines, types and examples of deep-breathing exercises.

454. JULIUS, A.K.: Focus on Movement: Practice and Theory. Young Children, 34, 1978, No. 1, pp. 19-26. 2 figs., 26 refs.

The aim of the study is to define the importance of movement as the fundamental prerequisite of child development. Movement facilitates the development of thinking, communication, socialization, self-confidence and specific knowledge and skills. The author discusses the sensomotor origin of language and imagination. He compares child development in motor and mimic behaviour with the development of young apes /chimpanzee, orang-utan/. Piaget characterizes man´s action or movement as a necessary prerequisite of thinking /illustrating it by the practical example of describing his daughter´s activities 1952/. He discusses movement as a means of expressing feelings, moods and emotions, child´s egocentrism and movement. Young children are not able to share other people´s feelings, they see objects and persons only from their own point of view /Piaget and Inhelder 1956/. The author presents examples of investigations of children´s movement responses to set tasks, such as an example of research into the motor development of twins; one of them underwent a training in swimming before it reached two years of age, the other underwent the same training later. Results: the tested child walked with more confidence, it had a better coordination of movements and was not shy. This discovery indicates a correlation between motor development and imagination. The child achieves self-confidence on the basis of success. The author further discusses movement as an integrating link between other /educational/ activities. Movement facilitates children to learn the meaning of a number of words as well as spatial relations /height, width, length and depth/, including knowledge of society and nature. There are two approaches to children´s locomotive education:

1. It is based on Laban´s system /Laban´s theory of 1943 was introduced and developed at British schools in 1940, at American schools in 1960/. Laban analyzed movement qualities into three principal elements: time, space and weight. These elements are alternated by using contrasts /slow-quick, forwards-backwards, upwards-downwards and the like/. Children learn according to this theory how to move, where to

move and which parts of the body to use in movement. Locomotive means are variations of natural responses; according to the theory, children should not make use of imagination unless they acquire a command of their bodies. An early development of movement by imitation results in stereotype responses.

2. A theory based on a dramatic approach to movement /Blackie, Bulough and Nash 1972/ when the child imagines that it is someone else. It is recommended to use this method at an older age. The author further defines the teacher's role in developing movement in nursery school children and presents a methodological guideline for effective movement education with possibilities of experimentation and discovery. The teacher should mostly use verbal instructions in locomotive education and later accompany his or her voice with musical instruments. Only after children have acquired a command of essential movement habits /Russell 1975/ can the teacher switch over from object education /stimulation of various movement qualities/ to abstract education /movement experiences of older children/. The higher stage applies to work in groups and rows.

455.YURKO, G.: Organizatsiya dvigatelnoy aktivnosti detey. /Organizing children´s locomotive activities./

Doshkolnoye vospitaniye, 1979, No. 10, pp. 24-25.

Education and teaching, and the same applies to physical education, should be based on the level already achieved and also on the objectives of immediate development, which will enable to focus efforts on the achievement of optimum results. This is why physical education should know and respect the functional potentials of children in each age category, as well as the achieved level of morphological and functional development permitting the organism to complete a specific range of physical activities.
A qualitative transformation of functions also takes place at preschool age. The dynamics of the respiratory apparatus and blood circulation becomes more economical and effective. All this reflects in the need of movement. The locomotive activity of individual children differs and is determined by the specific features of higher nervous activities.
Locomotive activities conducted in nursery school are both organized and free. Latest research findings indicate that locomotive activities are not sufficiently developed in preschool facilities. An important role is ascribed to children´s exercises and free movement outdoors throughout the year. It is necessary to raise the standards of children´s locomotive activities by intensifying

occupations from physical education and to supplement children's needs of movement by reserving short periods from the daily routine for locomotive activities.

456. JŮZOVÁ, O.: Moderní metody a formy práce v tělesné výchově. /Modern methods and forms of work used in physical education./

Předškolská výchova, 33, 1978-79, No. 8, p.224.
3 photographs.

The author reports on experience with the so-called Olympiad of nursery schools in Brno organized to investigate children's performance in 20-metre running races, long jump and tennis ball throw. The Pedagogical institute in Brno issued written instructions how to take measurements.
The competition was organized in five district rounds of the Olympiad; 989 children from 74 nursery schools participated in the events.

457. KAPLAN, J.: Rok dětí v přírodě. /Children's year outdoors./

Základní a rekreační tělesná výchova, 24, 1979, No. 5, p. 31.

Suggestions how to spend holidays:
1/ To play at pearl divers.
2/ Boating, rafting.
3/ Camping, hiking, outings, joint visits of castles, mansions.

458. KONRAD, M.: Schaukeln - Rollen - Balancieren. /Swinging, rolling, balancing./

Spielen und lernen, 12, 1979, No. 5, pp. 116-117. 5 photographs.

This is a methodological instruction for floor exercises contributing to the development of natural movements and practising of skeletal muscles. It is supplemented with instructional photographs.

459. KONRAD, M.: Schaukeln - Ruhen - Fühlen. /Swinging, resting, feeling./

Spielen und lernen, 12, 1979, No. 4, pp. 114-116. 5 photographs.

This is a methodological instruction for exercise of adults and children designed as relaxation exercises and to develop the sense of spatial orientation. It is supplemented with instructional photographs.

460. KOPCZYŃSKA-SIKORSKA, J.: Wybrane zagadnienia z problematyki auksologicznej. /Some questions selected from auxology./

Wychowanie w przedszkolu, 1979, No. 5, pp. 237-240.

Auxology, or science on man's development in the first two decades of his life, is an integrating discipline of child science. The author analyzes the principal achievements and trends of contemporary research in auxological genetics.

According to auxological research findings, genotic factors play a decisive role in child development.

461. KOPCYŃSKA-SIKORSKA, J.: Wybrane zagadnienia z problematyki auksologicznej. /Some questions selected from auxology./

Wychowanie w przedszkolu, 1979, No. 7-8, pp. 356-358.

This is a continuation of the article published in No. 5, p. 237. The author analyzes in it the corellation between environment and child development. She especially deals with questions such as social circumstances, urban planning, nutrition, effects of diseases, psychosocial factors, effects of climate, variability of the year´s seasons and physical activity.

462. KUČERA, M.: Dítě potřebuje pohyb. /The child needs movement./

Rodina a škola, 26, 1979, No. 10, p. 9.

One of the problems brought about by civilization is lack of movement of all population strata, i.e. children are no exception. The author of this article presents to the public the results of many experiments designed to investigate children´s spontaneous locomotive activities at toddler and preschool age. These experiments were conducted in a sports camp. When defining locomotive criteria, it was found that a preschool-age child needed 6-8 hours of movement. In everyday life, however, the locomotive activities of preschool children do not reach such standards. Children educated in collective facilities do somewhat better in this respect, for the curriculum prescribes the minimum of two hours of movement per day /walks, exercise/.

463. LEŠČIŠÍN, V.: Dětské hopsadlo. /Children's hopper./

Domov, 1979, No. 4, p. 61.
1 fig., 8 sketches.

The author presents a technical description of a children's hopper he has made himself for his son. He mentions the drawbacks of the mass-produced hopper whose structure is made of metal parts - it makes too much noise. The product made by himself is also cheaper. The article contains sketches of the technical design of the hopper.

464. LESKOVA, G.: Ispolzovaniye predmetov v obshcherazvivayushchikh uprazhneniyakh. /Using objects in exercises focused on general development./

Doshkolnoye vospitaniye, 1979, No. 4, pp. 8-15.

The use of objects and various apparatus in teaching children movements plays a very important role. They affect the acquisition of movements, the child's motor, physical and mental development. Exercise with objects and apparatus brings better results, for it provides support to muscles to stretch and contract; they play a very important role in acquisition of the correct body posture. Even visual perception is activated in using these aids. Children carry out instructions with more precision, for they become more specific. Movements of the hands and especially of the fingers in grasping the objects develop the coordination of small muscles, which affects the development of language and general intelligence. Exercise with objects offers many educational moments. Children learn to handle them carefully, in an organized manner, to pick them up quickly and put them away to where they belong.

When choosing aids for exercise, their qualities should be considered and specific pedagogical objectives respected.

The author further describes in detail individual aids and their functions /jingle-bells, little flags, cubes, balls, hoops, skipping-ropes, balancing beams/. She presents nine examples of exercises making use of these aids.

465.NANKOV, K.: Prouchvane na fizicheskite kachestva na detsata. /Research into children's physical potentials./

Preduchilishtno vazpitanie, 1979, No. 10, pp. 12-72.

The author reports on the outstanding results achieved in some nursery schools in physical education and analyzes their causes. He stresses the importance of systematic and purposeful training.

466. Olyckorstörsta dödsorsaken bland barn. /Children's accidents and deaths./

Förskolan, 62, 1979, No. 5, pp. 14-15.

These are data on children's accidents and subsequents deaths. The figures are high. The author calls for the founding of a central organization for children's protection. Most frequent are children's road accidents.

467. PENZULAYEVA, L.: Planirovaniye fizkulturnykh zanyatiy. /Planning physical education occupations./

Doshkolnoye vospitaniye, 1979, No. 9, pp. 19-23. Continued.

Occupations from physical education in groups of four-year-old children are conducted twice a week for fifteen to twenty minutes. The introductory part /two to three minutes/ is designed to attract the children's attention, to prepare the organism for loading which will follow. The main part /ten to fifteen minutes/ consists of gymnastic exercises, essential movements /practising of balance, crawling, jumping, throwing/, locomotive play. The conclusion /two to three minutes/ consists of simple exercises, quiet play, marching.
The author also presents in her article the plan of occupations to be implemented in the first quarter of the school year.

468. PENZULAYEVA, L.: Planirovaniye fizkulturnykh zanyatiy. /Planning physical education occupations./

Doshkolnoye vospitaniye, 1979, No. 10, pp. 25-32.
Finished.

The author presents the plan of occupations to be implemented in physical education in the months of December through to May, four occupations for each month.

469. PFEIFFER, J.: Páteř a sport. /The spine and sports./

Děti a my, 9, 1979, No. 2, pp. 20-21.
6 photographs.

The author deals with the healthy development of the spine in children from birth till maturity. He discusses the functions of individual sections of the spine, disorders and their prevention. He suggests how to prevent spine disorders/lordosis, scoliosis and kyphosis/ in children by regular loading, by not trying to accelerate development /not to sit too early/. The infant must be let to "mature" for every movement. The author mentions the negative effects of gymnastics on spine blocking. The child should not be forced into something it cannot cope with. Ten to fifteen per cent children are congenitally clumsy and higher demands placed on them constitute risks for these children. The author further discusses the importance of well-controlled swimming for the correct development and functioning of the spine. Swimming is ideal for muscle reinforcement without stressing the spine by vertical overloading and causing dislocation of intervertebral discs, which becomes a problem in middle-aged generations.

470. Připravujeme se na spartakiádu. /We are getting ready for the Spartakiad./

Základní a rekreační tělesná výchova, 24, 1979, No. 9, pp. 3-5.

The article presents a plan of practising the composition designed for parents and children.

471. Rodiče a děti na lyžích. /Parents and children on skis./
Základní a rekreační tělesná výchova, 24, 1979, No. 3, p. 24.

The sports club Sokol in Ústí n. L. organized a week's winter course for parents and children in Lučany nad Nisou.
Instructors convey their experience in these courses and recommend all who have the chance to let their young athletes spend as much time as possible in the fresh air outdoors.

472. Rok dětí v přírodě. /Children's year outdoors./
Základní a rekreační tělesná výchova, 24, 1979, No. 1, p. 4.

These are suggestions how to enjoy moments spent outdoors in springtime /March/.

473. Rok dětí v přírodě. /Children's year outdoors./
Základní a rekreační tělesná výchova, 24, 1979, No. 2, p. 23.

These are suggestions for outdoor activities in the first spring month - April:

1/ An outing to spring brooks.
2/ The first barbecue in the new year.
3/ A visit of a historical monument in the surroundings.

474. Rok dětí v přírodě. /Children's year outdoors./
Základní a rekreační tělesná výchova, 24, 1979, No. 3, pp. 21-22.

These are suggestions for outdoor activities in May:

1/ To commemorate the fighters who were killed during the liberation of our country.
2/ A visit of an arboretum, a natural reserve, a botanical garden.
3/ First splashing about in running water.

475. Rok dětí v přírodě. /Children's year outdoors./
Základní a rekreační tělesná výchova, 24, 1979, No. 4, p. 23.

These are suggestions for outdoor activities in June:

1/ The first night spent in a tent this year.
2/ Watching the sun rise.
3/ An afternoon spent at a pond, swimming pool.

476. Rok dětí v přírodě. /Children's year outdoors./ Základní a rekreační tělesná výchova, 24, 1979, No. 6, p. 15.

These are suggestions how to spend the summer holidays:

1/ Playing at pearl divers.

2/ Boating, rafting.

3/ Camping, hiking, outings, joint visits of castles, mansions, cultural monuments.

477. Rok dětí v přírodě. /Children's year outdoors./ Základní a rekreační tělesná výchova, 24, 1979, No. 7-8, p. 47.

These are suggestions for outdoor activities in September:

1/ Looking for the best aeronaut.

2/ Picking up mushrooms.

3/ How do you like a barbecued potato?

Suggestions for outdoor activities in October:

1/ Participation in the fire relay event in preparation for the Czechoslovak Spartakiad 80.

2/ Watching the autumn colours.

3/ An evening walk to watch the stars.

478.Rok dětí v přírodě./Children's year outdoors./ Základní a rekreační tělesná výchova, 24, 1979, No. 9, pp. 22-23.

These are suggestions for outdoor activities in November:

1/ A get-your-bearings game.
2/ The last trip in autumn nature.
3/ Making feeding boxes for birds.

An assessment of May activities.

479.Rok dětí v přírodě. /Children's year outdoors./ Základní a rekreační tělesná výchova, 24, 1979, No. 10, p. 23.

These are suggestions for outdoor activities in December:

1/ A Christmas tree in the open air.
2/ The feeding of game.
3/ A farewell party with the old year.

480.Rok dětí v přírodě. /Children's year outdoors./ Základní a rekreační tělesná výchova, 24, 1979, No. 11, p. 23.

This is an assessment and recapitulation of summer holiday activities.

481. RUSNÁČKOVÁ, M. - KEŘKOVÁ, A.: Záverečné slovo k problematice súťaženia detí predškolského věku.

/The final word on the problem of competition of preschool-age children./

Predškolská výchova, 33, 1978-79, No. 8, p. 234.

The new concept of physical education is based on children's locomotive activities as developed by nursery school and transformed into coordinated, cultured, locomotive expression. Play constituted the principal method used in this process. This is why both individual and joint performances of nursery school children should be conducted in an entertaining, playful manner, not in the spirit of competitiveness.

In its statement addressed to the Central Committee of the Czechoslovak Association of Physical Education, the ministry of school education of the Czech Socialist Republic draws attention to the fact that the organizing of elimination competitions would one-sidedly focus teachers' attention on work with physically gifted children and that they would neglect less talented children that require the intensified efforts of an educator. The ministry of school education is not opposed to the Czechoslovak Association of Physical Education organizing sports events and competitions also for preschool-age children on condition that the officials of the Association will take over all responsibility for these children. Nursery school teachers cannot take up these duties.

482. Říkadla a písničky pro nejmenší. /Rhyming verses and songs for the youngest ones./

Základní a rekreační tělesná výchova, 24, 1979, No. 5, pp. 29-30.

This is a supply of rhyming verses and songs suitable for use in the musical and locomotive activities of the youngest ones.

483. Říkadla a písničky pro nejmenší. /Rhyming verses and songs for the youngest ones./
Základní a rekreační tělesná výchova, 24, 1979, No. 7-8, pp. 40-43.

This is a supply of rhyming verses and songs designed for the youngest ones suitable for use in musical and locomotive classes.

484. Říkadla a písničky pro nejmenší. /Rhyming verses and songs for the youngest ones./

Základní a rekreační tělesná výchova, 24, 1979, No. 11, pp. 9-10.

This is a supply of rhyming verses and songs from Slovakia designed for the youngest gymnasts.

485. SIMMONS-CHRISTENSON, G.: Nyväckt intresse för motorikens betydelse för utvecklingen av barns intellektuella förmaga. /Awakened interest in the importance of motor development for developing the child's intellectual potential./

Förskolan, 62, 1979, No. 9, pp. 12-14.

3 photographs.

The author deals with the correlation between the child's motor skills and intellectual abilities. He divides motor development into several stages during which feeling and security of movement intensify. Objects such as balls and similar apparatus can serve to coordinate muscles in preschool children.

486. STÖCKLIN-MEIER, S.: Lebendiges Kreisspiel. /Lively ring game./

Der Schweizerische Kindergarten, 69, 1979, No. 5, pp. 239-241.

1 photograph.

Ring games are organized locomotive games. They are conceived as a unity of movement, music and words. They refine and differentiate children's motor development. Weaker children find support and model, stronger children must adapt themselves. Children acquire social qualities, learn to do something together. An individual's leaving the ring represents a test of courage. Children observe the rules of the game, start organizing the game on their own.

487. SÝKORA, F.: Telesná kultúra v životě dieťaťa. /Physical education in the child´s life./

Trenér, 23, 1979, No. 11, pp. 481-483.

The author mentions some questions that will appear on the agenda of a conference organized by the Slovak Central Committee of the Czechoslovak Association of Physical Education in Bratislava on 22nd and 23rd November. The major topic for discussion will be "Physical education in the child´s life". The conference is expected to bring a number of proposals for raising the standards of physical education. The conclusions reached at the conference should contribute to perfecting the influence of the whole system of physical education on the child´s all-round and harmonious development.

488. URBÁNKOVÁ, V.: Tělesná výchova. /Physical education./

Předškolská výchova, 33, 1978-79, No. 8, pp. 225-227. 3 photographs.

The author reports on experience with a sports competition organized for nursery schools in Uherský Brod. Twenty-meter running races, long jump and ball throwing were chosen for the competition. Training was mostly outdoors, making use of games with running and variations of chase games. Each nursery school organized the competition on its own and three children that had achieved best performances in each discipline entered the final round of the competition held at the municipal stadium.

489.VAVILOVA, Ye.: Utrennaya gimnastika. /Morning exercise./

Doshkolnoye vospitaniye, 1979, No. 12, pp. 51-54.

Morning exercise at home is recommended from the child's second year of age. It is beneficial to build up in the child the habit of regular exercise in the same way as the routine of having a morning wash. The child should exercise before breakfast and the exercise should be followed by towelling or a cold shower. At home it is possible to use exercises that can be practised together with adults. The author describes four complete sets of exercises for children of various ages. Individual sets can be repeated for 10-12 days, with only slight variations. The exercise should last four to six minutes with the youngest ones, eight to ten minutes with the oldest children.

490. Zdorovye doshkolnika. /The health of the preschool child./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 2-5.

The article was written on the occasion of the International Year of the Child. The U.S.S.R. has established a state system of health care of the mother and the child. Social conditions have changed completely. figures testifying to the physical development of children have significantly increased. In the last two decades, the height of preschool children has increased by 2-3 cm on the average, weight by 1 - 1.5 kg. The morbidity rate in preschool facilities has markedly dropped. Yet, shortcomings also appear in the work of these facilities, such as crowded classes, the time of occupations is extended to the detriment of children's stay outdoors. Two occupations from physical education, supplemented with outdoor locomotive games, do not fully satisfy the child organism's need of movement. Little attention is still paid to children's adaptation to the new conditions of preschool facilities. This is why emphasis should be laid on the current All-Union inspection of preschool facilities aimed at raising the standards of children's health care. Some of its preliminary results reflect in the expansion of the network of preschool facilities, creation of optimum hygienic conditions. Attention is also focused on raising the theoretical knowledge of preschool personnel. Seminars and courses are organized dealing with questions of physical education and children's becoming hardy. For example, a permanent seminar has been opened in Tolyati on movement development and education to a correct body posture.

The author of this article also stresses the necessity of the pedagogico-hygienic education of parents.

7.3 Hygiene and health care aspects; daily routine

491. ANKUDINOVA, A.: Ozdorovitelnaya rabota s detmi. /Taking care of children's health./

Doshkolnoye vospitaniye, 1979, No. 12, pp. 17-19.
2 photographs.

The author reports on experience with a combined facility attended by 103 children at the ages between six months to three years and 209 three- to seven-year-old children. Infants sleep on verandahs with open windows throughout the year. From eighteen months of age, children go for walks twice a day. This gives these young children three to four hours of fresh air.
From twelve months, children get air baths combined with gymnastics and massages conducted by a specially trained nurse.
Another means of the children's becoming hardy are water procedures. They are introduced gradually and on the doctor's recommendation. Children are divided into two groups, healthy and delicate children. A subgroup is formed from among the healthy children for beginners. Pouring over with water is recommended from 18 months; the initial water temperature is 36°C and it is gradually dropped to 28°C, while the air temperature in the room is 19-22°C. Medical check-ups of three- to seven-year-old children are carried out by specialized physicians. Carefull morning ~~entrance~~ check-ups

are carried out every day.
All these measures are taken in cooperation with parents and are supplemented with pedagogical and medical education.
The results of these activities reflect in the children's morbidity rate which is lower than that prevailing in other preschool facilities in Leningrad.

492.BASILIDIS, M.: Ein Tag im Kindergarten. /A day spent in nursery school./
Der Schweizerische Kindergarten, 69, 1979, No. 6, pp. 286-287.

The author describes the daily routine of a Swiss nursery school.

493.HOUŠTĚK, J.: Mezinárodní rok dítěte. /The International Year of the Child./
Československá pediatrie, 34, 1979, No. 2, pp. 65-67.

The author presents a survey of child care as practised in the world and in Czechoslovakia. The national health service programme of mother and child care stipulates that the population quality should be raised by reducing the morbidity and mortality rates and by securing the harmonious all-round development of children.
The principal role in children's physical, mental, emotional, moral and social development is played by the cooperation of the family, school and all

organizations responsible for health education. On the occasion of the International Year of the Child a programme of health education of young people was developed consisting of four topic ranges: providing for the child's health in the family, prevention of accidents, environment, prevention of traffic accidents, movement and healthy prevention of sports accidents, nutrition and health - prevention of poisonings. Several scientific seminars and conferences are also planned to be held during the International Year of the Child.

494. YAKOVENKO, T. - KHODONETSKIKH, Z.: O vospitanii kulturno-gigiyenicheskikh navykov. /On building up cultural-hygienic habits./

Doshkolnoye vospitaniye, 1979, No. 8, pp. 6-8.

The authors report on experience with one- to two-year-old children. The crèche personnel meet most of them in their families before they start attending the crèche. They learn how independent the child is and explain the parents what habits they should build up. When the child comes to the crèche, the nurses make use of rhyming verses and songs to encourage the child in this playful manner to behave in a specific way. They demonstrate various activities combined with the child's self-service and accompany them with words. They gradually switch over from demonstrations accompanied with words to verbal instructions.

After several days of the child's staying in the crèche, the nurses will start preparing the characteristics of individual children including the extent of their independence. The authors of this article include in it examples of such characteristics.

The nurses cooperate with the family in all their activities. They visit the children at home to learn what conditions are prepared by their parents for developing the children's independence.

495. JAVŮREK, J.: Cvičení pro děti s funkčními trávicími poruchami. /Exercises for children suffering from functional digestive disorders./

Děti a my, 9, 1979, No. 1, pp. 25-26.
9 photographs.

The most important constituents of children's regimen are their dietary and locomotive routines. The digestive apparatus and its functioning are closely linked with the remaining organs, for example the cardiovascular, respiratory and motor apparatus. Children with functional digestive disorders suffer from lack of appetite, feelings of fullness and pressure in the upper part of the abdomen, constipation, headaches, upset stomach, etc. The child feels tired, without desire to move; weak and lax muscles also contribute to the wrong posture of the body with drooped shoulders - the general physical fitness is low. The child's regimen should focus on the regular intake of nutritionally well-balanced food and on a suitable locomotive routine. The author presents methodological procedures for special exercises; their effects begin showing as early as in two- to three-weeks' time. The exercises especially positively affect the child's mental system. Improved physical condition will return to the child the desire of movement and pleasure of play. The article also contains instructions for practising four exercises and their descriptions accompanied with object demonstrations.

496. YURKO, G.: Massazh i gymnastika detey pervogo goda zhizni. /Massage and gymnastics of infants./ Doshkolnoye vospitaniye, 1979, No. 6, pp. 60-63. 1 table.

The author describes types of massages designed to be used for infants from one and a half months. These are : patting, spreading, surface and deep kneading, light tapping and vibrations. The author presents descriptions for all of them, including their effects, the infant's age and methodological procedures. A table summarizes 39 gymnastic exercises and methods of massage including the suitable age for practising them. By using the table and taking into account the infant's age, its physical development and health condition, it is possible to set up complete sets of massages and gymnastics.

497. YURKO, G.: *Primernyye kompleksy massazha i gymnastiki.* /Examples of sets of massages and gymnastics./

Doshkolnoye vospitaniye, 1979, No. 8, pp. 62-67.
Finished.
19 figs.

The author characterizes locomotive activities of infants aged three, four, six, nine and twelve months. He describes how to proceed with the massages and gymnastic exercises specifically designed for individual ages.

498. KISTYAKOVSKAYA, M.: *Voprosy fizicheskogo vospitaniya rebyonka pervogo goda zhizni.* /Some questions concerning the physical education of infants./
Doshkolnoye vospitaniye, 1979, No. 9, pp. 58-61.

From among the many questions concerning the physical development of infants the author of this article has picked up some problems related to the development of the infant's locomotive skills and its correlation to food. Parents make a mistake when they prematurely stand their infant in the vertical position. Long sitting or standing is harmful, for it is only some groups of muscles that are strained, which can lead to spine distortion. It is important to develop in infants such movements as enhance their locomotive activities. In the first six months of the infant's life such movements are important as prepare it for crawling and subsequent sitting, which will facilitate the correct curvature of the spine.

A healthy infant has a healthy appetite. Wrong education can spoil it as early as in infancy. It is wrong when the mother tries from the very first weeks of the infant´s life to make it eat as much as she considers correct. A positive attitude to food is formed when the infant feels hungry before getting food. The infant should be fed only at specific intervals, not to make it too easy for it to take milk. The infant should exercise activity when taking food: adequately to its age, it should open the mouth properly when food is given to it on a spoon, should be able to drink from a cup by the end of its first year and later on to eat with a spoon.

499.KOCH, J.: Usměrňování fázových stavů kojenců.
/How to control infants´ phasic states./

Děti a my, 9, 1979, No. 1, pp. 20-22. Part 1.
2 photograph, 1 table, 2 graphs.

In the last issue /No. 4/1978/, the author suggested how to control infants´ phasic states by direct stimuli. In this issue he demonstrates how to indirectly influence these states by looking after the general wellbeing of the infant, which constitutes an important prerequisite for its phasic state to get as close as possible to the optimum state during which the processes of excitation and dampness are in equilibrium. Very marked is the infants´dependence of its physical and phasic states on the stage of advancement of the process of wakefulness and the process of digestion. The infant behaves differently after it has had a sleep, during wakefulness, before going to sleep. It also behaves differently immediately after it has had some food, some time after it has eaten and before another meal. The author further describes an experiment with five-month-old infants. The subjects alternately slept for one and a half hours and were awake for two hours during the day. A table is included in the article showing the course of the experiment and an analysis of its results. Charts show examples of the daily routine consisting of intervals of wakefulness, sleep and feeding of infants in their second, third and forth quarters of life /feeding after sleep and before sleep/. The author recommends parents to observe their infants and to try to recognize their individualistic specific features. It is only individualistically oriented education that can facilitate the development of the infants' positive potential. The author further presents a survey of the infant's positive and negative behaviours. It is only a constant study of the infant in relation to its environment that will enable to comprehend the infant's behaviour.

500.LISTROVAYA, V. - MAKELSKAYA, N.: O meditsinskom kontrole za fizicheskim vospitaniyem detey.

/Concerning medical inspections of children's physical education./

Doshkolnoye vospitaniye, 1979, No. 6, pp. 9-11.

1 photograph.

The surveys conducted by the scientific research institute for children's hygiene of the ministry of health service of the U.S.S.R. have proved that sufficient locomotive routine, adequately designed for preschool-age children, such as organized exercise and free locomotive activities, physical education occupations conducted outdoors throughout the year enhance children's physical development, their becoming hardy, resilience of their organisms and reduce the morbidity rate.
Experiments carried out by the Moscow scientific research institute of paediatrics and child surgery of the ministry of health service of the R.S.F.S.R. have confirmed that with the correct organization of the children's routine, after three to four months of making early- and preschool-age children hardy by using water procedures, skin responses to cold stimulation are significantly reduced, which is an indication that the children's organisms are prepared for lower temperatures. At the same time, the children's appetite as well as sleep have improved and their morbidity rate has dropped.
The preschool facilities of the R.S.F.S.R. were attended by approximately 7 million children as

found in the January count of 1978. Such huge numbers oblige the authorities responsible for national education and health service to provide for all that is required by the preschool facilities with respect to the children's adequate physical development. The authors of this article further describe various methods of the further education of pedagogical and medical personnel in questions concerning children's physical education and becoming hardy.

501. MERHAUTOVÁ, J. - MÁČEK, F. - JOACHIMSTHALER, F.: Dieťa ako sociálna a biologická bytosť a vplyv podmienok na jeho vývin. /The child as a social and biological being and the effects of environment on its development. /
Trenér, 23, 1979, No. 11, pp. 492-498.

The authors investigated factors affecting a child's development. The research results indicate that the human organism is especially sensitive to the effects of lack of movement. This is why the authors focus their attention on the importance of locomotive activities in people's lives.

502. PETRŮ, V.: Co je to polinóza? /What is pollinosis?/ Děti a my, 9, 1979, No. 3, p. 30.

Pollinosis is a group of clinical symptoms of a disease caused by allergy to plant pollin. The first signs of the disease often appear in early childhood /fifty percent adults date back the onset of first complaints to the tenth year of their lives/. The disease is not hereditary, there exists only a congenital disposition to its onset. It is more frequent in big city population and white collar workers. The author presents a survey of complaints of these patients, diagnostic methods and treatment of allergic patients by means of autoinoculation /injections or drops/. There is a risk that if the allergy in children is not treated early enough, it will develop into bronchial asthma.

The author further discusses the problem of finding an adequate employment for adolescents suffering from the disease, including career guidance. She stresses the necessity of regular medical examinations.

503. RASSADINA, A.: *Uluchsheniye okhrany zdrovya i snizheniye zabolevayemosti detey.* /Raising the standards of health care and reducing the morbidity rate of children./

The author reports on the results of an All-Union inspection campaign organized in preschool facilities in the Moscow district. The network of preschool facilities has expanded, particularly due to the construction of new standardized buildings, to 140, 280 and finally 320 places. Several incomplete and obsolete nursery schools have been closed down. Special children's facilities have been opened or classes for children with various defects. Visits of doctors-specialists are organized regularly. A system of measures has been developed to facilitate children's adaptation to preschool facilities; special forms of becoming hardy are being introduced /splashing water on children's feet, towelling/. The causes of children's diseases are systematically investigated and eliminated; positive results are generalized.

504. SPAHR, A.: Schulmedizin im Kindergarten. /School medicine in nursery school./

Der Schweizerische Kindergarten, 69, 1979, No. 6, pp. 279-280.

The author, a school doctor, reports on the state of medical care in Sitten /Switzerland/. Although the law stipulates that the first medical examination should be carried out with seven-year-old children, in Sitten medical examinations have been organized for twenty years for five-year-old children and in recent years also for four-year olds. This facilitates the early discovery of disorders or defects and the achievement of better results due to early treatment.

The canton of Wallis introduced twelve years ago the inoculation of newly born infants against tuberculosis.

Every fourth or fifth child has problems with starting school. Many problems of the child are not discovered in its family environment, they only appear later at school. School medical counsellors guide teachers to study their children and report any deviations to the doctor. Thanks to this cooperation, the afflicted children can be referred to a specialist.

505. URGANSKAYA, O.: Organizatsiya rezhima. /Organization of the daily routine./

Doshkolnoye vospitaniye, 1979, No. 2, pp. 33-36.

This is a report on the draft "Organization of the daily routine in the second junior group", which is being experimentally tested in several regions. It is based on the finding that the daily routine becomes disturbed most often in activities requiring a close cooperation and exact division of tasks between the teacher and the child minder, i.e. in dressing, washing, meal serving, going to bed and the like.
A table summarizes the schedule, children's activities, the teacher's and the child minder's activities. These are altogether 25 time intervals in the daily routine of the group between 7 a.m. and 7 p.m.

7.4 Becoming hardy

506. Aby byly otužilé. /So that they may become hardy./

Zdravotnická pracovnice, 29, 1979, No. 12, p. 749.

The staff of the works crèche belonging to the national organization TOS Kuřim make children hardy by regular exercise with open windows and by staying as long as possible in the open air. Once a week the children go to a sauna. The crèche doctor examines the children before each sauna. The health of the children that regularly go to the sauna has improved within a short period of time.

507. MENZLOVÁ, M.: O zkušenostech s otužováním. /Experience with making children hardy./ Predškolská výchova, 33, 1978-79, No. 12, pp. 349-350.

The crèche staff in Bílovec - V. Albrechtice have set themselves the task of reducing the children´s morbidity rate by making them hardy. Beginning in June, the children spend the whole day in the garden; they only go inside to have their afternoon rest. They take several tepid water showers during the day. They spend a week in a mountain chalet in August.
The children start going to the sauna in autumn, once a week. They stay about ten minutes in the sweat room at 70-80°C. Then they take a shower until signs of overheating disappear from their skin. They will get fruit in the rest room and the whole procedure is repeated once more. The sauna is finished by another rest during which the children get tea. The children look forward to going to the sauna. Their morbidity rate is minimum and if they fall ill, the diseases takes a light and rapid course.

7.5 Education to safety, traffic education

508. BENEŠOVÁ, M.: Realizácia prvkov brannej výchovy. /Implementation of elements of military preparedness education./

Predškolská výchova, 34, 1979-80, No. 3, pp. 78-80. 1 photograph.

This is a description of a visit of a mining museum near Banska Štiavnica. The author further describes the whole environmental trip focused on elements of military preparedness education. The children had to overcome natural obstacles, to get their bearings according to marks, etc. The children behaved in different ways. The boys pursued their objectives purposefully, they were able to get their bearings quickly, but they had to be controlled. The girls demonstrated more self-control, took notice even of inconspicuous marks, executed their assignments with more precision.

509. DOLETSKIY, S. Ya.: Beregite detey. /Pay attention to children./

In: Doletskiy, S.Ya.: Beregite detey. Moscow, Medgiz 1978.

Doshkolnoye vospitaniye, 1979, No. 5, pp. 53-60. Part 1.

The author describes children´s accidents which may happen at home and explains how to give first aid. He points out to the causes of such accidents and mentions how to prevent them. These are falls, burns , scalds, foreign bodies in respiratory, hearing, visual and digestive organs, poisonings.

510. DOLETSKIY, S. Ya.: Beregite detey. /Pay attention to children./

In: Doletskiy, S. Ya.: Beregite detey. Moscow, Medgiz 1978.

Doshkolnoye vospitaniye, 1979, No. 6, pp. 51-54.

Finished.

One third of accidents of children under seven happen in the street. These are mostly children's falls in unprotected places and fights.
In 66% cases children are the cause of a traffic accident. Children's traffic education is mostly influenced by their parents' attitudes and behaviours. Three factors should be investigated when analyzing traffic accidents: drivers, children and parents. Lack of experience, inadequate speed of response constitute the main reasons for accidents. Eighteen situations were derived from a survey of children's traffic accidents. Adequate reflexes can be built up both in children and adults by repeating such situations. This theory is now being experimentally tested on a broad scale in Tallin.

511. DOLETSKIY, S. Ya.: Vnimaniye - deti! /Pay attention to children./

In: Doletskiy, S. Ya.: Beregite detey, Moscow, Medgiz 1978.

Doshkolnoye vospitaniye, 1979, No. 4, pp. 52-55.

Continued.

This is an analysis of children's accidents. In its light, the author describes the specific features of child development, movements, mentality and anatomy. There exist three critical periods: 1/ two to four years of age, when the intensity of physical and mental development, activity of movements make the child very vulnerable; 2/ six to eight years of age, when the child starts going to school; 3/ thirteen to fifteen, in puberty.

Some anatomical characteristics of the child's organism also cause many accidents. 1/ Physical proportions: the child's head is too big in comparison with an adult person, the brain is heavy, the centre of gravity of the body is much higher in the child than in the adult person. The child's sense of balance has not developed fully yet.

2/ The child's skin is very fine, it is easy to get injured, it is sensitive to scalding and burning.

3/ The child's bones are more elastic in comparison with an adult person, however, an accident may cause practically unrecognizable fractures or cracks.

Educational mistakes also contribute to children's accident rate. A reasonable organization of the daily routine of both parents and children, joint work, play, sports, relaxation, all this helps to prevent children's accidents.

512. Förskolan förskonad från svåra olyckor. /Nursery school and traffic education and education to general prudence./

Förskolan, 62, 1979, No. 5, p. 15.

1 photograph.

Preschool facility personnel should show more interest in instruction in traffic education and accidents the child may suffer at home. The environment in which the child is growing up should be adequately safe with respect to the child´s age.

513. GERCHKOVA, R.: Profilaktika detskogo transportnogo travmatizma. /Prevention of children´s traffic accidnets./

Doshkolnoye vospitaniye, 1979, No. 3, pp. 28-31.

The author reports on experience with traffic education in Minsk. It is implemented in three respects: with nursery school personnel, with children and with parents.

Nursery school personnel get acquainted with the highway code. Visitations are organized for teachers concerning the topic of traffic education.

Two to three occupations with traffic themes are included into the monthly plans of activities of all age categories of children. Trips are planned for the children during which they will be able to observe traffic. Teachers use in their work with children various object aids /traffic signs, traffic lights maquettes/ and didactic games. Oldest children visit children´s traffic playgrounds.

The author stresses the importance of parents´ traffic education; they should serve as an example to their children. This is explained to them during joint and individual consultations, books are recommended to them as well as games concerning traffic safety.

514. LISÁ, L.: Otravy v dětském věku. /Poisonings in early childhood./
Děti a my, 9, 1979, No. 4, p. 17.

The author explains how to prevent children's poisonings. It is the parents' duty to inform their children early enough about the effects of poisonous plants, to teach the children to recognize poisonous mushrooms and plants, to keep medicines and alcohol out of the children's reach, to keep in safe places detergents and other chemicals and to mark them properly. He also gives instructions what to do when a poisoning does happen.

515. ŁUCZAJ, R.: W trosce o bezpieczeństwo dzieci. /Taking care of children's safety./
Wychowanie w przedszkolu, 1979, No. 5, pp. 257-258.
A nursery school teacher describes how her school looks after the children's safety. It especially sees to it that both the school personnel and parents should get acquainted with legal rules and also that safe conditions should be created in the building, in the garden, during walks. The children learn the highway code during play and on other occasions.

516. SHILOVA, N.: O pravilakh ulichnogo dvizheniya. /On highway code rules./

Doshkolnoye vospitaniye, 1979, No. 12, pp. 19-21.

The author describes occupations carried out in senior children groups concerning the following subjects: Why do we have to observe highway code rules; The duties of pedestrians; Modes of transport and the duties of passengers; What are streets lights for; In the street; Learning the rules in practice; Repetition; Practical occupations.

517. UJVÁRY, L.: Közlekedésre nevelés. /Traffic education./

Óvodai Nevelés, 32, 1979, No. 11, pp. 426-429.

The author discusses the psychophysiological dispositions of children from three to six years of age to receive external stimuli. He further discusses the position of traffic education in the "Programme" designed for nursery school, the methods used to get children acquainted with traffic rules, the possibilities of making use of the subject "Learning one's environment", mass communication media, object teaching aids and close cooperation with parents in the field of traffic education.

7.4 Essentials of sports activities

518.BÁRTOVÁ, M.: Plavání nejmenších. /The swimming of the youngest ones./

Učitelské noviny, 29, /82/, 1979, No. 5, p. 4.

The author reports on the second year of the cyclic course designed for nursery school headmistresses. As part of the programme there was a demonstration of pre-swimming education of pre-school children in the indoor swimming pool in Karlovy Vary. All five- to six-year-old children attending nursery school participate in the pre-swimming education project. Instruction is organized in four swimming pools under the specialized and individual guidance of the swimming centre personnel and nursery school teachers.

519.BEDNÁŘOVÁ, V. - KODAYOVÁ, H.: Připravujeme se na zimu. /We are getting ready for winter./

Základní a rekreační tělesná výchova, 24, 1979, No. 11, pp. 6-8.

This is an example of an exercise session of parents and children in the gymnasium; its educational goal is to get ready for winter sports.

520.ČATLOŠOVÁ, S.: Plavecký výcvik detí. /Children's swimming instruction./

Predškolská výchova, 14, 1979-80, No. 2, p. 49.

Swimming instruction was organized under the guidance of a swimming instructor twice a week, for two months. The parents participated in it, for the water in the swimming pool was relatively deep. Children from the oldest group were chosen for the instruction. Those who regularly came for the instruction, had learned to swim and could swim without help for four to six metres. Nine out of seventeen children were able to swim across the whole pool.

521.HOCH, M. - KAŠÁKOVÁ, R.: Materská škola u mora. /Nursery school at the seaside./

Predškolská výchova, 13, 1978-79, No. 12, pp. 340-342.

The authors report on experience with organizing nursery school at the seaside in Rumania, focused on swimming instruction. It was attended by children from the third and some children from the second classes. The children were accompanied by the nursery school headmistress, in charge of the course, four teachers, a paediatrician and a swimming instruction specialist. The children had been prepared well both for the trip and for staying at the seaside; no problems arose during the flight and the children's conduct in the restaurant where they came for their meals was also satisfactory. Each teacher supervised two four-cot tents with seven children. The children had done essential swimming training in Prague. In view of the fact that the sea waves made the instruction more difficult, the primary objective was set to get the children acquainted with the sea in general and to practise actual swimming only with the most advanced children. The training was affected by relatively cold water and quite high waves. The swimming boards children had as aids were found to be very useful, for they helped the children maintain the correct body posture. The children went into water twice a day, always for 15 to 20 minutes. On leaving it, they always towelled themselves dry, dressed and warmed up by exercise. The health condition of the children was good.

522. HOCH, M.: O plavání nejmenších. /The swimming of the youngest ones./
Děti a my, 9, 1979, No. 1, pp. 22-24.
3 photographs.

The author discusses the importance ascribed to swimming in the world and in this country. The author describes the founding of centres for basic and advanced swimming instruction which, in cooperation with schools and with financial subsidy from the Czech state insurance organization, train yearly over a hundred thousand new swimmers. Why is such an importance ascribed to the swimming of the youngest ones - especially the swimming of infants. It is a world trend. In the Western countries "Baby Clubs" are being established, in which infants and children are taught to swim under specialized guidance. It is a similar project to our programme designed for parents and their children. The International Swimming Federation /FINA/ intends to issue special guidelines for the swimming of infants and the youngest children. The child's natural desire to move in water creates good prerequisites for these activities as early as at infant age. The author further discusses the methodological procedures to be used in practising infant's swimming, the specific features of these activities. He presents the results of an analysis of a survey carried out with fifty families which taught their infants to swim in the bath tub. The author mentions the advantages of regular trainind and its effects on infant's health. He presents a methodological instruction how to teach swimming to toddlers and preschool-age children, pointing out to mistakes and risks of an inadequately controlled training. He mentions the role of play in a good quality training. He further discusses the specific features of the swimming instruction designed for parents and their children, the role of the swimming instructor, organization of training sessions and cooperation with parents. Swimming is still not fully appreciated both from the medical and educational points of view.

523.HOCH, M.: *Plavání nejmenších dětí.* /The swimming of the youngest children./

Trenér, *23,* 1979, No. 11, pp. 530-532.

The author dealt with the problem whether early training of swimming could affect future achievement. Even though infant´s adaptability to water is high, it does not mean that early instruction would automatically lead to breaking records at later age. Swimming achievement is determined by perfect technique and the ability of the whole organism to exert a high amount of physical effort. For the above reasons, there does not lead a straight road from infant swimming to top swimming performances. Nevertheless, the fact that infants are highly adaptable to water will play an important role later /for example, they will have a sense of feeling water resistance/.

524. KIRILYUK, V.: *Deti a šport.* /Children and sports./

Trenér, *23,* 1979, No. 12, pp. 548-549.

A great attention is paid in the U.S.S.R. to preschool physical education. A special curriculum has been developed concerning young children´s physical education using gymnastics, swimming, locomotive games and skiing in winter.

525. KUČEROVÁ, M. - KUHNOVÁ, K.: Využitie ihrísk vo volnom čase detí. /Making use of playgrounds in children's leisure time./

Trenér, 23, 1979, No. 11, pp. 490-491.

The authors stress the importance of locomotive games which constitute an integral part of the other play needs of the child. They see the advantage of sports activities on children's playgrounds, among other factors, in the fact that children get used to regular sports activities, to an active approach to spending one's leisure time, which they will carry over to their adulthood.

526. Rodiče a děti u moře. /Parents and children at the seaside./

Základní a rekreační tělesná výchova, 24, 1979, No. 6, p. 16.

A team of parents and children from the sports club Sokol Praha-Malá Strana spent a fortnight at the seaside in Mangalia in Rumania in June last year. The main programme of the tour was the swimming instruction of three- to five-year old children. Six out of twenty-five children learned to swim. In addition to the swimming course, the parents also organized sports games, athletic competitions, etc.

527. Tělesná výchova v 1. - 4. ročníku základní školy.

Učební pomůcky ve škole a v osvětě, 19, 1979,
No. 1, p. 16.

The teaching aid consists of 20 cassette films demonstrating the methodological practising of acrobatic exercises, trampoline exercises and compositions of sports gymnastics for junior pupils. It also includes a section concerning light athletics and basic play activities with demonstrations.

528. VALACHOVÁ, M.: Predplavecká výchova prínosom pre výchovnu prácu. /Pre-swimming education contributes to educational work./

Predškolská výchova, 33, 1978-79, No. 9,
pp. 271-272.

The author reports on experience from the district of Púchov. Parents also help with the training. Each mother or teacher looks after three children during the training, whom she watches and controls according to the swimming instructor's instructions. The children's discipline is good, they quickly respond to instructions. Some children are already able to swim on their own. They express their experiences on drawings and in creative games.

8. SOCIAL AND EMOTIONAL DEVELOPMENT; MORAL EDUCATION

529.DAMBORSKÁ, M.: Význam dětské sestry v kojeneckých ústavech a dětských domovech. /The role of the child nurse in infants and children´s homes./ Zdravotnická pracovnice, 29, 1979, No. 2, pp. 532-536.

The child nurse working in an infants´or a children´s home has an extraordinarily responsible task to fulfil - to act as a surrogate mother. The general state of development of children living in children´s homes has markedly improved lately; no flagrant signs of the deprivation syndrome can be found there any more. Yet, differences between children educated in the family and children educated in a children´s home persist to the disadvantage of the latter. The characteristic features of the child´s personality reared in a positive family environment are the following: the ability to differentiate between persons, to take a specific attitude to one mother person, to acquire the habit of active learning, voluntary obedience and identification with the mother.

Several different faces alternate around the infant living in the institutional environment, none of which can play the decisive role of the breast-feeding mother. This fact prolongs the first stage of socialization; it is still at the end of the first year of its life that the infant gives anybody the same smile, it tries to attract the

attention of any adult person. In a new environment, however, institutional children respond in a socially immature manner, they often panick.
A clear-cut social attitude can be found very rarely in the institutional environment. Its building up constitutes a long-term process requiring the stability of persons around the children. It is also lack of spontaneity that is typical of the institutional child. The learning of something new does not represent for them a source of pleasure, rather it is a source of stress. There is not deeper affection that would lead them to identification, there are too many models changing too quickly.
The consequences of this latent form of the deprivation syndrome will emerge only later. These children will grow up into young people with a great number of contacts, however, very superficial and short. They will give ground to any stronger will. They lack an interest in learning, for in the crucial stages of their lives the lack of the feeling of security and safety hampered their explorative activities and their achievements were not adequately appreciated and reinforced. They did not learn active obedience out of love, rather they learned passive obedience out of fear of punishment.
Even though the child nurse can give a lot to the infant, especially a well-planned and emotionally accentuated approach, institutional education still remains the last resort. Adoptions should be arranged in such cases before infants reach twelve

at the latest.

530. FEDOSEYEVA, L.: Kakiye oni, doshkolyata!/ What are they like, preschool children?/

Doshkolnoye vospitaniye, 1979, No. 12, pp. 44-45.

The author describes the characteristic features of the child in individual stages of preschool age. Her paper is especially intended for parents to be able to compare the development of their children. The building up of character traits depends primarily on adults, education, their skills to take a correct attitude to the child and to respect the child's individual characteristics.

531. KUROVA, A.: Esteticheskoye i nravstvennoye vospitaniye v processe rabot po aplikatsii. /Using decorations in aesthetical and moral education./

Doshkolnoye vospitaniye, 1979, No. 12, pp. 6-9.

One method of offering children pleasurable experiences at the time before national holidays and notable dates to make them grasp the social significance of these days is to decorate festively the room. A preparatory nursery class teacher reports on her experience in this respect. During the school year she carried out nine collective occupations; the children decorated festively the room, notice boards and learned in this way to express their feelings and to work together. She describes the preparation for these occupations which culminated in the festive decoration of the room on the occasions of the 7th November, New Year's festival, the International Women's Day and the May Day. Joint occupations helped to unite the children in a friendly collective, reinforced in them a sense of responsibility. The children learned to plan joint work, to agree upon the work procedure to be used, to divide their assignments. Interest in work, efforts to fulfil one's tasks as well as possible, pleasure over the achievements of an individual and the whole collective, all this affected positively the children' moral and aesthetical development.

532. MATĚJČEK, Z.: Závody a soutěžení. /Races and competitions./
Predškolská výchova, 33, 1978-79, No. 8, pp. 230-231.

Opinions concerning the competing of preschool-age children differ. The author analyzes the question from several psychological aspects. As to terms, he distinguishes between the words "competition" and "race". Competition is focused on achievements, race on victory. Competition reflects the endeavour to achieve the best performance, racing expects the defeat of the rival. Competition is organized according to individual abilities, criteria can be modified so as to make it possible for practically everybody to win and not to experience the feeling of failure and defeat. Inferiority feelings can originate in early childhood and they become dangerous if the child experiences them too often and without defences. This can happen in racing

when the child realizes that it will never be able to represent its nursery school.
From the viewpoint of developmental psychology, racing of preschool children is premature. The criteria of achievement of the children themselves are primarily the satisfaction and praise of their parents, teachers, but they are not interested in objective indicators of their performance.
Competition as an educational method is found beneficial only if it encourages the efforts exerted by all the children. If it exceeds reasonable limits, it may dampen the children's efforts.
Children's sports events should observe the following principles: emphasis on competing, not on racing; emphasis on collective efforts, not on individual victory; emphasis on preparation, not on festive culmination; competing should be used to enhance efforts, not to dampen them; healthy self-confidence should be encouraged, feelings of inferiority must not be evoked.

533. NIKOLOV, P.: Kharakteristika na motivite na povedenie u detsata ot preduchilishtna vazrast.
/A characteristic of behaviour motives in preschool children./

Preduchilishtno vazpitanie, 1979, No. 4, pp. 1-5.
8 refs.

The content of behaviour motives as well as the structure of the motivation system change significantly at preschool age. This fact should be borne in mind, for motives constitute the core of a child's personality and attention should be focused on them in building up and developing the child's personality. The author deals with children between the ages of three to seven years and discusses and classifies various motives to be found in children, studies how they form, change and develop.

534.OSTROVSKAYA, L.: Trebovatelnost i uvazheniya k rebyonku. /Demands on and respect for the child.7

Doshkolnoye vospitaniye, 1979, No. 8, pp. 52-56.

Exactingness should not be conceived as something fixed for ever, related to instructions and prohibitions. It should be reasonable, systematic and purposeful and it should benefit the child's moral development. To define correctly the demands the child would not hesitate to meet will not be difficult for someone who tries to understand the situation and motives of the child's behaviour and who looks for purposeful methods of influencing it. Exactingness does not violate the child's personality, rather it is an expression of trust and respect for it. The child should be seen as a developing being, the potential adequate to its age should be respected and demands defined accordingly. The child's self-indulgence should be taken into account, its efforts to gain people's affections; attention should be paid to its predilections and games and it should be always born in mind that the child develops only through activities.

535. RAYSKIY, B.: Profilaktika negativnykh proyavleniy u detey. /Prophylaxis of children's negative behaviours./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 61-63.
4 refs.

The child is not born disobedient or capricious, good or bad, but it becomes it. Flaws in the character or moral development of the child are not congenital. Character traits identifiable with the father's or mother's behaviour are acquired through direct contact with them. On the other hand, the formation of the child's personality features is affected by the congenital specific features of the nervous system.

The traits and qualities of personality constitute a unity the core of which are motives and needs making up the driving force of man's activities. The building up of these needs and motive begins from the very first days of an infant's life and from that moment, too, mistakes in education can be made. It is necessary to start teaching the infant very early to distinguish between what is correct and what is wrong, what it may and what it may not do. It is necessary to explain to the infant the motives of prohibitions to make it realize that the prohibitions are correct. Prohibitions should not be overdone. A system of strict prohibitions restricts the infant's intellectual, physical and moral development, while unlimited "freedom" educates towards egotism and wilfulness. It is important to observe the infant's play and to distract it from such games in which the infant could apply violence, dishonesty and the like. From very early days infants should get a chance for working activities; this approach will educate in them responsibility for the fulfilment of set assignments and willingness to work.

536.SERVADIO, E.: Quando gli adulti corrompono i bambini. /When adults spoil children./

Scuola materna, 66, 1979, No. 14, pp. 883-884.

The author, a prominent Italian psychoanalyst, criticizes sharply those parents and adults who deform the child's mental development. He mentions some practical examples: children's fashion shows, competitions such as Zecchino d'oro, when the children are asked to imitate the behaviour of famous actors. Mechanical toys are not educational: the child is inquisitive, it wants to discover the principle of the mechanism and will break the toy. This is followed by humiliation, it is not able to put it right. Jokes with double meaning excite the child's imagination in an unhealthy manner. Twelve-year-old naked little girls /little "nymphs"/ perform as photomodels. It is necessary to fight children's corruption by means of rational and psychological education, by getting acquainted with the basic principles of child psychology.

537. SMIRNOV, M.: Mnogo khlopot s tryokhletkami. /Many troubles with three-year olds./

Semya i shkola, 1979, No. 12, pp. 25-26.

The author uses examples to illustrate how three-year-old children manifest their desire of independence and activity. The child becomes aware of its "I-ness" and wants to express itself in activities. Scolding and restriction will not help here; they are only signs of an adult's weakness and his or her misunderstanding of the specific features of the child's development. Parents who in an authoritarian manner restrict the child's inquisitiveness and independence may lose at this early age contact with the child, for lack of understanding breeds alienation. The child learns the surrounding world through activities. This is why its activities should not be restricted, rather guided in the right direction.

538. SHAMAYEVA, S.: Razvitiye voobrazheniya u detey 3-4 let. /Developing phantasy in three- to four-year old children./

Doshkolnoye vospitaniye, 1979, No. 2, pp. 55-59.

The author bases his considerations on the theory of A.S. Vygodsky that phantasy constitutes the foundation for any creative activity. Preschool age creates specially favourable conditions for its development. It is typical of three- to four-year-old children that reproductive activities do not manifest in them in a pure form. The child does not repeat behaviours it observed in others, rather it transforms them. It introduces in any play which is basically a reflection of what the child has seen, its fabrications, its phantasy. The author further describes individual methods of developing phantasy by means of literature, looking at pictures and talking about them. Drawing and modelling constitute some of the most effective methods of developing phantasy. Vygodsky points out to the inner correlation between a child's personality and his liking for drawing, since drawing or modelling make it easiest for the child to express itself.

539. SHISHOVA, A.: Kompleksnyy podkhod k vospitaniyu detey. /A comprehensive approach to children's education./

Doshkolnoye vospitaniye, 1979, No. 8, pp. 42-46.

This was the introductory paper delivered at Moscow pedagogical readings. A comprehensive approach to education is designed to tackle pedagogical assignments prescribed by the curriculum of educational work respecting the age-related specific features of children. The idea of a comprehensive approach reflects in the general organizational, methodological and supervisory activities of departments of national education. Experience with work in preschool facilities indicates that the foundation for Communist education of preschool-age children is the unity of patriotic, moral and working education. Patriotic feelings and moral ideas are also formed in the process of aesthetical

education. Moral, patriotic and working education is correlated to intellectual and physical development of children. Teachers´ experience indicates that the basis of the comprehensive approach to children´s education is an organic integration of all educational objectives. Its principal prerequisite, however, are the unified pedagogical efforts of nursery school and the family.
The best experience should be introduced into practice to raise the standards of work in all preschool facilities so that they may reach the standards of model nursery schools.

540.ŠTURMA, J. - FRÝBOVÁ, Z.: Bít či nebít? /To spank or not to spank?/
Děti a my, 9, 1979, No. 2, pp. 14-15.
3 photographs.

This is a reflexion on the justified use of rewards and punishments in children´s education. We should not punish the child in anger, or we should not be coolly detached, rather we should be emotionally involved in the situation. We express by our behaviour what is desirable and what is not. The correct use of rewards and punishments will teach the child to correctly differentiate between changes in motivation of behaviour and to judge one´s deeds in a more mature way. A reward is a more effective educational moment that a punishment. The objective of a punishment is to hamper and dampen the child´s undesirable behaviour. Each punishment should be adequate to the child´s level of comprehension. Punishments may be eliminated by education towards correct habits and by means of rewards. We should use sparsely material rewards, do not issue excessive prohibitions and orders, avoid punishments which ridicule the child and humiliate it. As a rule, orders and prohibitions should be kept at a minimum, but we must insist on those which have been expressed. Every punishment must be followed by forgiveness. It is not educationally correct to analyze indefinitely the child´s every lapse. The worst mistake is to physically punish the child in puberty. If we have impulsively used this kind of punishment, we shall have to find a way out of the situation by being fair and frank about the happening.

8.1 Socialization

541.BRÁZDOVÁ, E.: Význam hry a socializace dítěte.
/The importance of play and the child´s socialization./
Zdravotnická pracovnice, 29, 1979, No. 6, pp. 296-298.
2 photographs.

At preschool age the child should acquire a harmonious, well-balanced attitude to people in its environment. Play constitutes one of the means of attaining this goal. Children´s play may affect positively the perfecting of cognitive functions, language acquisition and the child´s locomotive development. Impulses originate in play affecting refreshingly the organism and mental activities. Play satisfies the child's major needs, such as movement and activity.

The initial socialization of the infant by the end of the first year of its life reflects in the development of play. It is through imitation that the infant learns to handle toys and various materials. It all depends on the amount of stimulation. The imitation of persons and processes the child is closely familiar with constitutes an important form of social learning.

Adults' participation is the basic prerequisite of the socialization process taking place during play. This process intensifies with the child's coming to the crèche and becomes focused on several persons, the crèche nurses.

A prerequisite for developing children's play in the crèche is the nurse's participation, her knowledge of the child's age-related and individual characteristics so that she may purposefully guide the children's play.

Children going to the crèche get more chances for establishing social contacts. Their social behaviour is usually more advanced that that of children reared only in the family.

542.BOLECHOWSKA, M.: Adaptacja dzieci do środowiska przedszkola. /Children's adaptation in nursery school environment./

Wychowanie w przedszkolu, 1979, No. 9, pp. 427-430.

The problem outlined in the title of this article has not been, in the author's opinion, satisfactorily solved yet. In her study, she has attempted to answer the principal question - whether all three-year-old children that come to nursery school are sufficiently physically, mentally and emotionally developed to stay for several hours a day in the care of the nursery school personnel and to participate in organized activities?

543.CATTANEI, G.: Il raporto con le figure parentali nell'educazione sociale del bambino. /Rapport with relatives in the child's social education./

Scuola materna, 67, 1979, No. 3, pp. 163-165.
4 refs.

Communication constitutes the most difficult problem in any pedagogical relationship. Children's language is inimitable, autonomous. Children see a target in adults and gradually learn to de-code their language, which is the key to the child's socialization. The child benefits from living among children, yet it also needs adult company. The author describes individual stages of a child's development, beginning with its relationship to its mother and relatives up to the relationship to a "strange person" which evokes fear in the child. Nursery school plays an important role in this stage, it implements "primary socialization".

544. CATTENEI, G.: L´educazione sociale come apprendere educarsi del bambino al valore "altro/altri".
/Social education conceived as education-apprehension by the child of the value "other/others"./
Scuola materna, 67, 1979, No. 5, pp. 275-276.

Adults´ stimuli activate children, they should therefore be pedagogically grounded. The child gradually builds up its personality and learns to differentiate between the value "other" and "others", matures to an altruistic concept of others. The author deals with the forms and causes of egotism. He conceives social education in nursery school as operative discipline based on personalism, comprising man´s extravert and introvert dimensions, his personality and sociality, attitudes to the society.

545. DAMBORSKÁ, M.: Deprivační syndrom už nehrozí?
/Does not the deprivation syndrome threaten any more?/
Československé pediatrie, 34, 1979, No. 5, pp. 299-301.
1 ref.

The author illustrates on examples from literature and her own experience that the classical deprivation syndrome found in children living in permanent collective facilities has disappeared as such, however, it persist in latent form. Children manifest lack of spontaneity, initiative, insufficient socialization and social sensitivity, insufficient motivation, problems with active learning and primarily a missing deep emotional affection for one mother person; all this affects children with this latent syndrome in the sense that they have as limited chances for becoming successful in life as children with the classical deprivation syndrome. Consequences can be found both in education, which is very difficult, and in later life where they tend to delinquency.

546. DUNIN-WASOWICZ, M.: *Emocjonalno-społeczna sylwetka dziecka szacioletniego.* /A socio-emotional portrait of the six-year old./
Wychowanie w przedszkolu, 1979, No. 9, pp. 421-426.

The author summarizes varying opinions of the above subject and mentions that the Polish pedagogues consider the seventh year in a child's life a decisive milestone, whereas the Western educators do not. She further analyzes the qualities of emotions, specific features of children's activities /play/, children's attitudes to assignments, social contacts and the like.

547. DUNIN-WASOWICZ, M.: Z výzkumov spoločenského rozvoja šest ročných detí. /Investigating the social development of six-year olds./
Predškolská výchova, 33, 1978-79, No. 6, pp. 160-164.
7 refs.

The authors report on a survey of the implementation of the programme of social education designed for nursery school. Its objective was to investigate how the building up of social attitudes progresses in six-year-old children. Three problem ranges were chosen comprising many detailed questions.
1/ How the child finds the nursery school,
2/ How the child's coexistence with its peers is being formed, 3/ What is the child's attitude to daily routine in nursery school.
The survey covered 700 children in 34 facilities. It has made it possible to derive a number of conclusions concerning preschool psychodidactics. It has also pointed out to the unsatisfactory state of lack of sociableness of preschool children, children's limited involvement in the collective life of their groups, frequent children's aggressive behaviour.
A survey was carried out in 1977-1978; its objective was to develop a system of social activation of six-year-old children as members of a group. It was conducted in village environment with six-year-old children who have come to nursery school for the first time.

The research results confirm the theory of the principal importance of activity with respect to personality development; they also verify the correctness of the principle of optimistic education.

548. ENRICO, E.: I bambini che noi chiamiamo difficili.
/Children whom we call difficult./
Scuola materna, 67, 1979, No. 5, p. 288.

The author describes the type of the "bad child". Its appearance and origin are not decisive. Usually it is an intelligent child with a distinctive personality. Destructive behaviour is the only means for the child how to assert itself and communicate with others. It is a child misunderstood by parents, school and society. The teacher should help the child to integrate into a collective.

549. ENRICO, E.: I bambini che noi chiamiamo difficili.
/Children whom we call difficult./
Scuola materna, 67, 1979, No. 6, p. 352.

The author describes the behaviour of the "difficult child" and uses an example from her personal experience to illustrate the causes of asocial behaviour originating in the family. She classifies different types of difficult children: the type rejected by the family and school, children physically handicapped with a conspicuous appearance, anxious children, etc. A special case are "lonely" children, usually intelligent, beautiful and from well-to-do families. They have all, but they lack parents. Their arrogance and superiority still worsen their loneliness at school.

550. FREUND, B.: Doppelt hält nicht immer besser. /Two need not always fare better./
Spielen und lernen, 12, 1979, No. 2, pp. 79-80.

The author describes her experience with working with twins going to the same class. She states that apart from the indisputable advantage of mutual support this sibling relationship may to a certain extent isolate the twins from the other children. In addition, if one of the twins is more domineering, it will dominate the other that will leg behind in its social development. The decision whether twins should attend the same or different class, however, should be made only on the basis of a profound knowledge of the children and according to individual conditions.

551.GASPARINI, C.: La socializzazione del bambino tra famiglia e scuola materna. /The child's socialization between the family and nursery school./

Scuola materna, 66, 1979, No. 12, pp. 753-754.

Children's socialization and "open school" have become a matter of fact: the child needs to live with its relatives and for them. Population concentration in industrial centres, urban conglomerates and television have diminished the family's influence over the child. It is school that should provide the child with social and affective scope which it lacks in its personal life. Parents should become involved in cooperation and an incessant dialogue should be opened between school and parents.

552.KOMÁRKOVÁ, R.: Klec pro dítě? /A cage for the child?/

Rodina a škola, 26, 1979, No. 9, p. 8.
1 photograph.

The author of this article points out to the risks of children's social isolation in new housing estate flats of young parents. Socio-psychological research into housing brings a number of unsatisfactory results. For example, forty percent parents restrict the child's living in the flat to the child's room only, with the exception of meal times. Out of this number, 37% parents do not allow their children to come into the living room. Many parents restrict their children in their activities, thus interfering with the children's natural needs of being active and forcing them to pursue passive forms of life. Parents should enable the child to live in all rooms of the flat and should also maintain a constant contact with their children.

553.MIGLIOTTI, M.B.: Necessità di studiare il comportamento infantile. /The necessity of studying the child's behaviour./
Scuola materna, 66, 1979, No. 16, p. 1019.

Every man is determined by hereditary factors and qualities acquired through education and environment. To enable him to reach emotional maturity, he should be guided from early childhood to realize that his actions will have positive or negative consequences for the group to which he belongs. An educator should focus on the child's responses and on the specific situation rather than on the causes of the child's behaviour. Individualization and work in a group positively affect the developmental process in the intellectual and social spheres.

554.PRUS-WIŚNIEWSKA, H.: Kształtowanie postaw społeczno-moralnych dzieci szescioletnich. /Building up socio-moral attitudes in six-year-old children./
Wychowanie w przedszkolu, 1979, No. 9, pp. 449-453.

The author, on the basis of her educational experience, discusses first the building up of a relationship with peers and junior colleagues, children's becoming involved in harmonious activities in a collective, combining movement in the open air with socially beneficial work and finally, doing work for the benefit of younger colleagues.

555. WALCZYNA, J.: Kształtowanie postaw społeczno-moralnych dzieci w wieku przedszkolnym. /Building up socio-moral attitudes in six-year-old children./
Warsaw 1978, Wydawnictvo Szkolne i Pedagogiczne.
Reviewed by: MYSTKOWSKA, H.:
Wychowanie w przedszkolu, 1979, No. 3, pp. 161-163.

The reviewer of the book stresses that its author´s objective was to raise the standards of educational and didactic work in nursery school. She presented the concept, structure of the educational programme and methods of comprehensive teaching. She laid emphasis on cooperation and coordination between nursery school and parents as an integral part of pedagogical strategies.

8.2 Emotions; reward and punishment

556. DUNIN-WASOWĮCZ, M.: Emocjonalno-społeczna sylwetka dziecka szescioletniego. /A socio-emotional portrait of the six-year-old child./
Wychowanie w przedszkolu, 1979, No. 11, pp. 535-539.

This is the continuation of an extensive study dealing with the question of attitudes to moral principles, the development of mechanisms of the so-called self-regulation and finally, the development of self-assessment.

557. KENTLER, H.: Zärtlichkeit unter Kontrolle?
/Controlled tenderness?/
Spielen und lernen, 12, 1979, No. 3, pp. 14-18.
3 photographs.

The author analyzes the historical development of attitudes to physical expressions which have undergone persistent reduction in the course of several centuries. The possibility of direct physical contact between people diminishes increasingly for various hygienic and medical reasons. As for the child, however, expressions of physical feelings and needs of close physical contacts are natural and the child actually has to learn to keep at a distance from other persons. The author believes that physical expressions of tenderness are natural for the child and that they should not be suppressed. They are a sort of spontaneous non-verbal communication which can contribute to the improvement of social relations. If the child is forced to suppress them, it may lead to emotional deprivation.

558. NIEBRZYDOWSKI, L.: *O potrzebie kontaktu emocjonalnego dziecka.* /On the child's need of emotional contact./

Wychowanie w przedszkolu, 1979, No. 11, pp. 531-535.

On the basis of literature both from the West and the East, the author analyzes one of human principal needs - the need of emotional contact. He analyzes individual stages of development of this need in preschool-age children.

559. RUBTSOVA, M. - OSTROVSKAYA, L.: *Pervaya shkola chuvstva.* /The first school of affection./

Semya i shkola, 1979, No. 7, pp. 23-25.
1 photograph.

Nursery school objectives also include the task of teaching the child to love its mother. To love one's mother as a source of pleasure, for her love and kindness, is easy. The child only receives in such cases. The child, however, should also be able to give something its mother as a person living her own emotions, needs and worries. The mother needs to get from her child attention, thoughtful help such as she renders herself. This is the essence of human love and the child should be taught it; otherwise it would become in its love of its parents a mere consumer and egotist. The author presents a number of examples from nursery school to illustrate her theory.

560. VOLOSOVA, Ye.: Razvitiye emotsiy u detey.
/Developing emotions in children./
Doshkolnoye vospitaniye, 1979, No. 11, pp. 57-59.

Emotions, as any other mental processes, undergo changes during the child's development, they improve and assume a social meaning. A question arises how the development of emotions in children affects their activities, how emotions are formed from early childhood.

The author describes the behaviour of infants at the ages between 25 days and 12 months in various activities. She proves a close correlation between the origination of emotions and the infant's ability to cope with a specific assignment /a new activity/. For example, the infant is happy when it manages to build a tower, it shows dissatisfaction when a cube keeps falling down. The described observations demonstrate what are the typical situations in which various emotions begin to form. Observations of emotional states may indicate to what an extent the infant is able to cope with a specific activity. If the infant's response is negative, it means that it has not managed the activity and that it is necessary to demonstrate to it how to achieve the desirable result. Positive emotional behaviour /smile, turning towards the adult/ indicates that the infant already has a command of the activity. When the infant is able to fully cope with the activity, new elements should be introduced into the activity so that the infant may experience pleasure from achieving something new, more complex.

Positive emotions contribute to the infant´s acquiring new and accurate knowledge and skills which it needs to make further progress.

8.3 Development of character traits, moral judgements and qualities

561. JANKOWSKA, H.: Dlaczego dzieci skarżą. /Why do children sneak./

Wychowanie w przedszkolu, 1979, No. 9, pp. 437-440.

It can be found in psychological literature that the following are the most frequent educational problems occurring in preschool-age children: stubborness, locomotive hyperactivity and sneaking. The author focuses her attention on the last-named. She analyzes children´s accusations of other children stemming from a feeling of righteousness and also accusations used by children to attract the attention of adults, situation accusations. She deals further with various types of accusations and teachers´ attitudes to them. One of her conclusions is that too frequent accusations testify to the fact that the children´s process of socialization is not going in the right direction.

562.JOCHHEIM, G.: Niemals Gewalt! /Never violence!/

Spielen und lernen, 12, 1979, No. 1, pp. 12-16.

The author deals with the problem of educating children to peacefulness and opposition to violence. He states that the principle of this education does not lie in the effort to teach children how to adapt themselves and compromise, on the contrary, in the effort to teach them to approach conflicting situations in a constructive and creative manner. The author believes that children are subjected to an undesirable extent to stimuli generating aggressivity and showing violent solutions of conflicts. He also considers incorrect the opinion that toys with militant themes help children relieve their aggressive inclinations. He points out to the fact that on the contrary, these toys develop destructive phantasies and evoke violent inclinations in the same way as films or cartoons and calls for their removal from the children's world. He also demonstrates that the suppression of aggressivity constitutes a general process of educational efforts applying also to adults.

563.MARCUS, R.F. - LEISERSON, M.: *Encouraging Helping Behaviour.* Practical Suggestions for Encouraging Helping Behaviour through Classroom Climate, Structure and Activities and Materials.

Young Children, *33*, 1978, No. 6, pp. 24-34.
2 photographs, 32 refs.

The authors define helping behaviour. They present a survey of research studies dealing with helping behaviour. Whiting and Pope /1973/ defined in their study "the provision of help" /food, toys, tools/ and "the provision of emotional support" /consolation, encouragement, satisfaction of physical needs/. Severy and Davis used direct observations of helping behaviours of preschool and junior school-age children, both normal and retarded. What is the importance of help to children, school class or the society? The child receiving and providing help has altruistic behaviour and it does not manifest any stress. The authors further present the research results of a survey designed to investigate helping and altruistic behaviours, including an analysis of the results of the latest studies dealing with helping behaviour. They discuss the importance of classroom climate for modelling helping and altruistic behaviours, how to develop this type of behaviour through role-playing, how to plan model classroom climate, the teacher's role in encouraging helping, altruistic behaviour, model classroom structure, how to plan activities oriented on this type of behaviour and practical uses of materials and aids.

564. MÁROVÁ, Z.: Já sem ňákej. / I´m a certain.../
Děti a my, 9, 1979, No. 3, pp. 28-29.
1 photograph.

The author discusses correct education to the art of introducing and addressing people in social intercourse, basic principles of how to introduce adults and children, how to guide children to correctly addressing the members of the family; she stresses that it is necessary to correct the child in wrong addressing as early as very young age.

565. OSTROVSKAYA, L.: Skromnost ukrashayet cheloveka. /Modesty adorns man./
Doshkolnoye vospitaniye, 1979, No. 3, pp. 46-48.

Modesty is a measure of man´s high moral standard. It is a complex process to foster modesty in children. It requires a comprehensive approach, from understanding the initial moral concept of "it is not possible" to the effort to behave correctly not to achieve praise, but from inner necessity, to the sense of responsibility to the society and oneself. Education to modesty requires the concerted efforts of the family and nursery school. The author presents and analyzes a number of examples of correct and incorrect procedures used by parents in educating their children.

566. OSTROVSKAYA, L.: *Vospityvat razumnyye potrebnosti i chuvstvo dolga.* /To educate reasonable demands and a sense of duty./

Doshkolnoye vospitaniye, 1979, No. 12, pp. 46-51.

Egotism may originate very early in a child if its parents give in to all its demands. It is wrong to believe that the child will come to its senses when it grows up. On the contrary, a person who has not learned in his or her childhood to control his or her requirements will sooner or later find himself or herself in conflicts with the requirements of the society. Working activities foster in the child a sense of responsibility, guide it to learning the everyday problems of the family and to respecting the results of adults' work. A reasonable equality of all family members constitutes a prerequisite for the child's realization that each of them has his or her own wishes which have to be taken into account. The life style of the family, the interests of the adults influence significantly the formation of requirements; it is important whether they give priority to consumer interests, or cultural interests and the like.

The child should be taught to respect the material conditions of the family, to share with its close relatives all that it considers valuable and to demonstrate towards them attention and care.

567. OSVALDOVÁ, B.: Kde to to dítě vzalo? /How did the child come by it? What factors affect the child's character./

Děti a my, 9, 1979, No. 1, pp. 12-13.

1 photograph.

This is a discussion with PhDr. Oldřich Matoušek, clinical psychologist of the day-care sanatorium Horní Palata concerning the effects of some factors on the child's character. These are primarily heredity, intrauterine development and factors connected with confinement /a set of these factors is called constitution/, effects of learning in original group and in groups, number of children in sibling group, presence or absence of both parents and their causes, actual situation in the family and its surroundings, cultural and social effects mediated by the family, actual developmental stage of the child and its sex. The article also contains answers to the following questions: What character traits may be inherited? May the confinement itself affect the infant? The psychologist further presents an explanation of the term light child encephalopathy and its consequences with respect to the child's character.

568.OSVALDOVÁ, B.: Kde to to dítě vzalo? /How did the child come by it? What factors affect the child s character./

Děti a my, 9, 1979, No. 3, pp. 11-12. Part 3.

This is a discussion with PhDr. Oldřich Matoušek, clinical psychologist of the Day-Care Sanatorium, concerning the consequences of excessive parental love for the child´s development. Dependence on parents is functional. The development of the relationship between the parent and the child must have its rhythm determined by the child´s development, the time factor. The psychologist further discusses the function of punishment in a child´s education and the importance of equilibrium in the family and the child´s role in the family. He presents a survey of the child´s handicaps in disturbances of family systems /chaotic families, close-knitted, repressive and immature families/. All types of family organization have their social heredity and are transferred into further generations, for individuals look for and choose similar partners.

569.OSVALDOVÁ, B.: Po kom to dítě je. /Whom did the child take after./

Děti a my, 9, 1979, No. 2, pp. 10-11.

2 photographs.

This is a summarization of the discussion on child character with PhDr. Oldřich Matoušek. It includes the origin, effects and negative features of deprivation. The deprived child lags behind in language development, permanent consequences appear especially in the ability to establish and maintain relations with other people. The infant tries to find a substitution for unsatisfied love /automatic movements, substitute activities - sucking on one´s thumbs, objects, biting one´s nails/. Children try to attract attention to themselves, they are excessively difficult, depressions appear in them in early childhood - these are all negative factors with respect to their further development. It is necessary to communicate openly with a child. In a healthy family, the child is an equal partner for communication. The child must obtain clear-cut messages from its parents. The psychologist mentions the consequences of uncritical and exessive love. The role of the father in the family is more active, stimulating, as regards the mother, the child is a more passive recipient there. The psychologist further discusses the role of single and divorced mothers and single fathers in taking care of their children. Children who grew up without their farthers in early childhood are less adroit, they do not control their aggressivity, boys are more effeminate and emotional. Identification with the parent of the same sex is a necessary prerequisite for coping with the male or female role. Suitable age for parenthood is 23-30 years for both parents. In older parents the risks of genetic and other defects of the foetus increase and the parents cope with difficulties with the child´s education.

570. SZALAI, J.: Megszólítás, köszönés. Egy vita jelenlegi állásáról. /Addressing and greeting people. Discussion./
Óvodai Nevelés. 32, 1979, No. 10, pp. 367-375.

The author reports on an extensive discussion between nursery school teachers on problems related to teaching preschool-age children, oriented on the question of addressing and greeting adult persons. It also dealt with the function of greeting and the choice of the most fitting type of greeting according to a particular situation.

8.4 Relations between children; education of a children´s collective

571.KLIMOVA, K.: O samoorganizatsii detey v samostoyatelnoy deyatelnosti. /On children´s self-organization during independent activities./ Doshkolnoye vospitaniye, 1979, No. 12, pp. 33-35.

The author reports on a survey designed to investigate how children´s mutual relations develop at the time when they occupy themselves according to their own wishes. Sixty-one per cent played subject-oriented games, twenty-seven locomotive, six percent didactic games, three per cent of the children devoted their time to working activities and three per cent drew, looked through books and the like. Most children tended towards joint play. Specially arranged situations facilitated to define some methods enabling the children to control their mutual relations during joint activities on their own. The author describes in detail the use of various procedures facilitating the children to solve some conflict situations, especially to determine the leader´s role in a game.

572. TORAILE, R.: *La coópération scolaire à l'école maternelle.* /Science-based cooperation in nursery school./

L'école maternelle française, 1979, No. 5, pp. 8-10.

The author reports in her brief article on the pedagogy of cooperation /La pédagogie de la coópération/, as it is applied in nursery school. This pedagogy is based on children's motivation, not on imposition. It is a pedagogy stemming from the child that is conceived within the children's group. The author presents the basic characteristic of this method of work and discusses the question of the social structurization of the group and characterizes the educational objectives and the teacher's position in the class.

573. VERESNÉ KOVÁCS, J.: *Magatartási zavarok és a csoport társas szerkezete.* /Wrong behaviour and the structure of a group's collective./

Óvodai Nevelés, 31, 1978, No. 1, pp. 27-30.

The author deals with the importance and role of group psychology in nursery school activities and the educational process taking place in nursery school.

574. YEWCHUK, C.R.: Teaching Young Children How to Share.

Early Childhood Education, 12, 1979, No. 2,
pp. 20-24.
2 figs.

The study deals with the problem of teaching young children how to acquire the knack of sharing with others /toys, food/. The author defines the concept of sharing and characterizes a child that manifests selfish tendencies in play /it does not want to share with others/. He classifies four types of models of such behaviour:
1/ hoarding: the child wants to have all the toys the other children have; 2/ bullying: the child takes away toys from the other children using threats and aggressive techniques; 3/ wailing: the child screams to make the others give their toys to it; 4/ tantruming: the child throws tantrums to have its way.
In all four behaviour models the child develops in play as an egotist and does not respect the wishes and rights of others. The "Three R´s Approach" helps to eliminate the negative behaviour models in children. This approach can be successfully used in children from three-and-a-half years of age . The following are the main tasks to be fulfilled by the nursery school teacher:
1. To specify the rules of sharing.
2. To practise the roles of sharing.
3. To provide the rewards for sharing.

There exist two alternative rewards for correct behaviour - verbal /praise/ and material /sweets, special prizes/, rewarding the child with its favourite activity /watching a TV programme, allowing the child to do its favourite activity at school/, rewarding the child with more attention /reading to the child its favourite fairy tale/. The most effective method is a combination of all these types of rewards for correct behaviour. The auther further presents guidelines for preschool education teachers how to build up a favourable classroom climate in educating childrem how to share. Wrong behaviour must not be rewarded. The above approach may be used for any child that disturbs the group with a negative behaviour model. Better results will be achieved in the child by specifying the rules of correct behaviour and by correct rewarding of positive behaviour in comparison with teaching the child how to correctly play with other children.

8.5 Education to scientific world outlook

575. FAGLEROVÁ, Š. - KLEMPOVÁ, M. - SURÁ, L.: Vánoce - jak to říci dětem...... /Christmas - how to tell the children.../

Předškolská výchova, 34, 1979-80, No. 3, pp. 71-73. 1 photograph.

Every year before Christmas nursery school teachers speculate how to maintain the magic of Christmas without subjecting children to backward ideas. Christmas time is linked with deep emotional experiences. They are felt by those who give as well as by those who receive presents. Children should be guided to give presents to parents, relatives, etc. The teacher should discuss with the children what they are preparing for presents, how they plan to surprise with their gifts, to please. Small gifts can be made in nursery school. During walks children observe the selling of Christmas trees, prepare Christmas tree decorations at school. The authors further suggest some literature for children to be used at Christmas time. Teachers should explain parents how they prepare Christmas with their children to convince them to proceed in a similar manner.

576.FAYZULINA, T.: *Ateisticheskoye vospitaniye doshkolnikov.* /Atheistic education of preschoolers./

Doshkolnoye vospitaniye, 1979, No. 10, pp. 43-44.

The author, a nursery school teacher, reports on her experience with atheistic education designed to prevent the building up of religious beliefs in children's minds. She bases her educational work on a realistic interpretation of phenomena and processes and tries to teach the children to recognize their mutual relationships. She selects books for children describing how man transforms nature, also material facilitating to build up the image of man as the conqueror of nature /for example, the conquest of space/. She devotes a lot of attention to getting the children acquainted with the work of adults.

Atheistic education is impossible without co-operation with parents. The teacher therefore organizes discussion meetings to discuss subjects such as "The Child Gets Acquainted with the World". Parents receive object material. The object of atheistic education is not merely the child alone, but also the people who educate it.

577.OBUKHOVA, A.: Svetonázorová výchova v materskej škole. /World outlook education in nursery school./ Predškolská výchova, 34, 1979-80, No. 2, pp. 43-44.

The author, a nursery school teacher, describes how she interpreted in an object manner some natural phenomena and processes. She used some subjects from Sekora´s book Painted Weather. She suggests to make and use a weather calendar to encourage enduring interest in watching natural processes and phenomena. She uses cards depicting characteristics of weather changes and the children select a particular picture characterizing the weather prevailing on that day. Breeding and keeping activities are very valuable. Children watch and tend aquarium fish, observe changes in flower-beds and vegetable-patches, learn the effects of heat and light, the importance of human work in growing plants.
Elements of world outlook education can be fostered in children in all educational components.

578.PRAVDÍK, R.: K aktuálnym otázkám obsahu a zefektivnenia výchovy k marxisticko-leninskému svetonázoru. /On some topical questions of the content and effectiveness of the education to the Marxist-Leninist world outlook./
Predškolská výchova, 33, 1978-79, No. 5, pp. 132-133.

The world outlook horizon of an individual is not only a matter of philosophical education, a reflection of attitudes and approaches to the world and life, but also a question of understanding the purpose of life, of what is right and what is wrong. Of an importance is the question what methods, what

relationships and what developmental stages make up the individual subsystems of the world outlook.
For that reason, it is necessary to develop a consistent system of aesthetic, affective and volitive education from the standpoint of building up socialist attitudes in pupils´ minds. A special attention should be paid to the period of preschool and junior school age when the foundations of the value system begin to form. As regards the making of the education to the Marxist-Leninist world outlook more effective, the author calls for an evaluation of the content of educational work in nursery school and the concept of extramurral activities of pupils at all school levels.

579. SVOBODOVÁ, M.: Světonázorová výchova a její odraz ve výtvarné práci dětí. /World outlook education and its reflection in children´s art activities./ Predškolská výchova, 34, 1979-80, No. 3, pp. 57-58. 2 figs.

Preschool age only enables to create prerequisites for building up the scientific world outlook. This means to convey to children knowledge of life in nature and in the society and to enable them to achieve deep emotional experiences. All the educational components facilitate to meet this objective. In art activities children can process their experiences in an artistic manner and express their personal attitudes.
When choosing subjects with world outlook themes,

it is necessary to build up a desirable classroom climate. The author mentions some of the subjects she has used herself: Life in our town, How a little chicken was hatched, Trees in different year´s seasons, What have you done to please somebody, Our cosmonauts in space, and the like.
Art activities on the above mentioned subjects should not be imposed, rather they should stem from the child´s need of expressing its affective attitude to the depicted subject.

8.6 Education to socialist patriotism and internationalism

580. GLOZOVÁ, Z.: Hledání nových cest. Vlastenecká a internacionální výchova v mateřských školách. /Looking for new roads. Patriotic and internationalist education in nursery school./

Učitelské noviny, 29, 1979, No. 39, p. 7.

The author describes some forms of patriotic and internationalist education that can be used in nursery school.

581. GOBYAZOVA, K.: Internatsionalnoye vospitaniye detey sredstvami muzyki. /Internationalist education of children through music./

Doshkolnoye vospitaniye, 1979, No. 5, pp. 81-84.
1 photograph.

When getting children acquainted with the various nations living in the U.S.S.R., the teachers aim at exciting interest in the children, feelings of

friendship and sympathies. Literary works, works of art and especially music strongly affect children's emotions. Children get acquainted with the songs and dances of the various nations living in the U.S.S.R. and elsewhere.
These activities culminate in cultural events, for example, during the celebrations of the Great October Socialist Revolution "guests" arrive, children dressed in national costumes of the various nations of the U.S.S.R., they sing songs, demonstrate some typical products of the country. The author illustrates her ideas with the synopsis of a cultural event entitled "We are going on a visit". Its objective was to get the children know better the Ukraine, to enable them to achieve emotional experiences and to guide them to foster in them respect for people of different nationalities.

582.GREŠLÍKOVÁ, K.: Utváranie citových vztahoch.
/Building up affective relations./
Predškolská výchova, 33, 1978-79, No. 9, p. 269.

The author, a nursery school teacher, describes how she fosters in children love of, respect for and an affective relation to the U.S.S.R. and its people. She makes use of the Soviet literature for children and musical compositions of Russian and Soviet composers.

583.KAYIMOVA, Ye.: Vospitaniye lyubvi k rodnomu gorodu. /Educating love of children's home town./
Doshkolnoye vospitaniye, 1979, No. 3, pp. 14-16.

The author reports on experience from the town Kalinin, where the personnel of the nursery school got acquainted with the history of the town and the region, with prominent representatives of the Russian and Soviet cultures who have lived in the town or in the region, and with the Heroes of Socialist Work. They use this knowledge in their work with children. The author, a nursery school teacher herself, describes how she gets children acquainted with their home town, its past and its present life.

584.MOROZOVA, L.: Rol igry v patrioticheskom vospitanii detey. /The role of play in children's patriotic education./
Doshkolncye vospitaniye, 1979, No. 17, pp. 10-12.

Children enjoy playing at soldiers, however, these games should be controlled: new knowledge should be conveyed to the children in the form of explanation or through reading literary works to them, providing them with necessary aids and accessories. The author, a nursery school teacher, describes examples of developing play at marines, pilots and presents some of the conclusions she has made. The teacher should provide children with an interesting subject /story-telling, reading/, their interest should be excited, encouraged and developed. It is important to make accessories for play; this develops children's knowledge which, in turn, helps them develop the subject of the game. The selection of children for leading roleshas an educational importance, as well as controlling their attitudes to the other children, alternating the leading role. In the game, children often have to solve the problem of how to be just in casting the role, how to help a friend.

585.SARSKISYAN, K.: Vospitaniye chuvstv internatsionalisma sredstvami pesen i tantsev. /Internationalist education through songs and dances./

Doshkolnoye vospitaniye, 1979, No. 1, pp. 81-83.

The author reports on the experience from a nursery school in Yerevan. Oldest children are gradually acquainted with the songs and dances of the various nations of the U.S.S.R. and other friendly countries. The teachers get children acquainted with the ways of life prevailing in individual Union republics, with typical products of these republics, they show the children pictures depicting the national costumes of the individual nations. Towards the end of the school year when the children already know the names of the individual Union republics and nationalities, the teachers conduct generalizing occupations. For example, the teacher will play a fragment of a song and the children will identify the nationality; pictures of dancing couples dressed in national costumes are shown to the children and again, they will identify their nationality.

These occupations enable the children to get to know better the individual nationalities living in the U.S.S.R. and abroad. The songs and dance the children have learned constitute an effective means of the children´s internationalist education.

586. SAWICKÁ, A.: L´udová kultúra cennou pomocou pri formování vlasteneckých citov detí. /Folk culture constitutes a valuable aid in building up children´s patriotic attitudes./

Predškolská výchova, 13, 1978-79, No. 6, pp. 165-169.

3 photographs.

The author reports on experience from nursery schools in Poland with making use of folk art and the Polish folk culture in patriotic education. She describes some regions interesting from the folk culture point of view, their typical customs, habits, folk art and the possibilities of making use of them in educational work with children.

587. STUCHLÍKOVÁ, J.: Spolupráca s družebnou školou. /Cooperation with a twinship school./

Predškolská výchova, 14, 1979-80, No. 2, p. 51.

The author reports on the cooperation established between a nursery school in Opava and a nursery school in Košice. In addition to exchanges of photographs, children´s works and small gifts, the teachers meet personally to exchange experience with their work, for example, with planning educational work, preparation of children for school attendance, cooperation with patronage plants. The last meeting was held in Opava, where the teachers from Slovakia participated in a district conference organized to discuss questions of Communist education in nursery school.

588. WALCZYNA, J.: Wychowanie patriotyczne w przedszkolu. /Patriotic education in nursery school./ Wychowanie w przedszkolu, 1979, No. 7-8, pp. 340 - 345.

The author deals with the principles of patriotic education, its content and discusses in detail the methodology of this kind of education. In conclusion, she deals with the pedagogical strategy to be used in this field. She describes associative, problem, operational and expressive strategies.

8.7 Education to positive attitude to work

589. AGGAZZI, A.: Il lavoro nell educazione - l´ombra sua torna chera dipartita. /Work in education - a shadow coming back from the past./ Scuola materna, 66, 1979, No. 12, pp. 739-740.

The author deals with educational problems concerning "work" which became the subject of interest as early as the 19th century. Manual work is not only skillfulness, it is also "thinking". And as such, it has not yet been conceived and integrated in the educational process. Technical and professional education has become fashionable lately; negative phenomena also occur: spontaneous behaviour in the classroom is mistaken for working activities. Work as an operational activity controlled by intellect is a form of a spontaneous activity of the brain, play is only a manifestation of the child's inner impulses. They have both spontaneity in common, however, either of a different kind. So far, "work" in nursery school has merely been the subject of discussion.

590. Barn och köksarbete. /Children and work in the kitchen./
Förskolan, 62, 1979, No. 10, p. 9.

The article presents information on the handbook "The Child and Cooking in a Preschool Facility". It lays emphasis on the importance of habits and knowledge of routine cooking operations which a child that goes to nursery school does not see at home very often. Joint preparation of meals also develops the social awareness of children and teaches them to take precautions.

591. Barn kan fa delta i matlagningen. /Children can participate in meals preparation./
Förskolan, 62, 1979, No. 4, p. 6.

Most children remain for lunch in nursery school and can participate in its preparation, as the main course of the day. This contributes to their self-reliance, skillfulness and a sense of the collective.

6

592. DANAILOVA, M.: Izgrazhdane na predstavi u detsata za truda na vazrastnite. /Formation of children's images of adults' work./

Preduchilishtno vazpitanie, 1979, No. 5, pp. 5-9.

Working activities of preschool-age children are linked with the development of qualities necessary in building up a positive attitude to the fulfilment of a set task. The correct organization and control of children's working activities helps in reinforcing the collective; for that reason, it is necessary to explain to children the social importance and motivation of their work. The developing of children's images of adults' work also plays an important role in this respect. The author discusses methodological forms suitable for application in tackling this objective in nursery school.

593. FROLOVA, O.: Nekotoryye osobennosti trudovoy deyatelnosti v doshkolnom vozraste. /Some specific features of working activities conducted at preschool age./

Doshkolnoye vospitaniye, 1979, No. 4, pp. 28-29.

Children's working activities make up a significant component of working education, closely linked with another of its features, i.e. getting acquainted with adults' work. The developing function of a conceptual and pedagogically well-grounded working activity lies in the fact that it constitutes a certain form of practical experience. Physical and technical abilities, skills, character traits required by a specific activity are practised at work.

Work may affect personality development only if the child exerts efforts so that it may be beneficial to others. Gradually, with the child's developing, motives of working activities undergo changes as well. The child should know why it works, what is the benefit of its work. The pleasure the child feels over the achievements of its work is a prerequisite for developing such qualities as diligence, confidence in one's own potential.
Play may be considered preparation for work. The child exerts in it physical and mental efforts necessary for its future work. It is, therefore, beneficial to make use of play motivation in working activities and to introduce working motivation in play.

594. GUTSOL, G.: Trudovoye vospitaniye v malokomplektnykh detskikh sadach. /Working education in incomplete nursery schools./
Doshkolnoye vospitaniye, 1979, No. 2, pp. 22-23.

The regional department of national education in Archangel together with the preschool education board of the Institute for teachers' further education have carried out an analysis of the state of development of working education in a number of districts with the highest numbers of incomplete nursery schools and outlined the methods of work to be used by methodological associations for preschool education in this field.
A seminar was organized for district inspectors; among other things, its participants evaluated the plans of working education as developed by

best teachers. They also recommended to improve the quality of supervision over working education on the part of headmistresses and national education authorities.

The Institute for teachers' further education recommended to study the following problems: 1/ the specific features of organization of working education in single-class nursery school, 2/ the influence of older children on the younger ones during joint working activities, 3/ the organization of the daily routine and the planning of working activities.

The results of these studies were evaluated at joint meetings organized at the beginning of the school year.

595. PETROVA, Z. - TSENKOVA, V.: Khumoristichnata prikazka i trudovoto vazpitanie. /A humorous story in working education./
Preduchilishtno vazpitanie, 1979, No. 4, pp. 16-23.
2 tables, 5 refs.

An attitude to work reflects markedly in folklore. Characters are represented from an amusing angle, with irony and grotesqueness, in humorous stories which have a high moral value. A number of such tales may be used successfully in nursery school. The authors of this article have conducted research in several nursery schools. On its basis, they present suggestions how to work with such tales. These are Bulgarian national tales, however, identical or similar tales exist in the folklore of a number of other countries.

9. SPEECH AND LANGUAGE EDUCATION

9.1 Language development

596. IVANOVA, D. - YOTSOVA, Ts.: *Nyakoi pokhvati pri obuchenieto na detsata v pravilno zvuko- i slovoproiznoshenie.* /Some suggestions how to proceed in teaching the correct pronunciation of speech-sounds and words to children./

Preduchilishtno vazpitanie, 1979, No. 8, pp. 12-16.

The authors deal with the classification and elimination of the typical and most frequent mistakes in pronunciation of nursery school children. They present and describe the forms, methods and means utilized in this kind of work /object teaching aids, such as pictures, toys, puppet theatre, didactic and locomotive games, television transmissions, etc./. These activities must be correlated with work with the vocabulary, grammar and pronunciation of the mother tongue. In addition to collective work, a great importance is ascribed to individual work with children.

597. KABAINÉ-HUSZKA, A.- EGYED, L.: Tanuljunk gyermeknyelven. /Let us learn baby talk./
Óvodai Nevelés, 32, 1979, No. 7-8, pp. 284-294.

The authorsdiscuss the development of child psychology from nursery school to primary school, infants' communication activities, infants' affective relations to individuals and groups, the function of play with one's peers, the accompanying phenomena of an infant's independence, an analysis of aggressivity and methods of preventing it. They interpret and analyze individual problems, including the concept of a "bad baby".

598. KOPASOVÁ, D.: Akcelerácia vývinu reči u 3-4 ročných detí. /Acceleration of language development in three- to four-year-old children./
Psychológia a patopsychológia dieťaťa, 14, 1979, No. 2, pp. 123-127.
2 tables, 25 refs.

In the introductory section of her paper the author presents the opinions of psychologists concerning the language development of preschool-age children. She further presents the results of a longitudinal study, including the methods of investigation. The objective of the study is to develop and test a stimulation programme of the language development of preschool-age children. She works with an experimental group of children - N= 32, control group N = 26. The general investigation of the children in both groups - test - and the testing of the stimulation programme - retest - took eight months. In conclusion, the author demonstrates that the application of the stimulation programme has significantly accelerated the language development of the experimental group children.

599. NARTOWSKA, H.: Stymulowanie rozwoju mowy i percepcji słuchowej. /Stimulating language development and hearing perception./

Wychowanie w przedszkolu, 1979, No. 9, pp. 431-436.

The author deals with the problem of language patterns, building up the ability to listen and to excite verbal activity, audial memory and language enrichment, stimulation of hearing perception. She especially focuses her attention on children with specific defects. She points out to the great responsibility of nursery school teachers, including the ability to take a differentiated approach to individual children.

9.1.1 Communication

600. BALUCHOVÁ, A.: Metatextová funkcia intonacie a detský aspekt. /The metatextual function of intonation and the child aspect./

Zlatý máj, 23, 1979, No. 5, pp. 272-276.
7 refs.

The author acquaints the readers of her study with the method of inference of the intonation component in the structure of a literary work. This method can be applied only by a mediator-teacher who, from the textual point of view, assumes the function of scholar, presents to the listeners his own sound interpretation of the text, thus also his own didactic plan formed over the text of a literary work. The author of this article does not emphasize in this method the aesthetic experiencing of the work. She sets up the objective of analyzing, interpreting and evaluating a literary work by intonation means on a perception basis leading to an understanding of the work; however, a full verbalization of its meaning does not occur yet.

601. BÁTOVSKÁ, L.: *K otázke významu komunikácie v ranom veku.* /On the importance of communication in early childhood./

Predškolská výchova, 33, 1978-79, No. 12, pp. 333 - 336.

5 refs.

The development of communicative abilities in infancy is primarily determined by the infant´s activities, for example, by gripping. In the second year of its life, object-manipulation activities constitute the major behaviours of the infant. This fact affects the content of the forms of communication prevailing between infants and adults and manifests itself as the correlation between activities and language. Another factor influencing an infant´s language development is the behaviour and language of adults.

The following are the developmental stagesin the activities of a two-year-old child: 1/ immediate repetition of an activity, 2/ an activity based on a verbal instruction, 3/ the child's independent activity on the basis of a preceding example of an activity or a verbal instruction issued by an adult. The following communication situations are recommended for the purposeful developing of language skills in crèches: a/ the crèche nurse demonstrates and talks, the child perceives, b/ the nurse demonstrates and talks, the child executes, c/ the nurse talks, the child executes. The following tasks should be fulfilled in educational work in the crèche: 1/ object-oriented activities should be integrated into the communication process; activities should be systematically accompanied with words, 2/ all activities carried out during the daily routine should be used for communication, 3/ children should not only perceive and respond to the words spoken by adults, but should also take an active part in the social and object-oriented environment.

602. MONTÁGH, I.: *A kifejezés kultúrája.* /Language quality./
Óvodai Nevelés, 32, 1979, No. 9, pp. 327-330.

The author discusses means of expression parallel to language /paralinguistics/ and their importance for communication. He states that revolutionary changes have taken place in metacommunication customs due to changes in culture and presents an analysis of their forms, such as the body posture, facial miming, expression of the eyes, the pitch and the colour of the voice, etc. The author points out that the educator's personal example affects children most effectively.

603. TARDOS, A.: *A komunikáció és a metakomunikáció szerepe a nevelésben.* /The role of communication and metacommunication in education./
Óvodai Nevelés, 32, 1979, No. 7-8, pp. 265-272, 279-283.

The author discusses the following problems: communication, conveying of information or interactions between people, specific features of communication according to people's ages, social groups, etc., characteristics of children's communication, modes of metacommunication: miming, eye expression, voice colour, body posture and motion and the like, other means of metacommunication.

9.2 Language development

604. ČERŇAVSKÁ, I.: Dítě a slovo. /The child and the word./ Zlatý máj, 23, 1979, No. 7, pp. 418-421.

The author acquaints the readers with the problem of a child´s relation to the word of a literary work. The word in the consciousness of a child is not identical with the word in the consciousness of an adult. The relationship word-picture is closer to the child than the relationship word-notion. The relationship word-notion will only develop in the child from the specific image of word-picture. The author points out that so far, psychologists have dealt with other aspects: for example, how children of various ages perceive a work of art or the content of a literary work, however, the word making up the creative material of the literature has remained aside their attention. She argues that the emotional aesthetic response to a book and its intellectual perception depends on the completness of the perception of all three elements of the word comprising the meaning, the figurativeness and the external sound form. She demonstrates how, in early childhood, an affective relation to the word is formed, how the child experiences the force of the word. She considers it one of the most important objectives of education to preserve even in the adult person the richness of the emotional perception of the word whose roots lie deep back in early childhood. The author warns against reducing the word to notion, as is done by some adults who conceive the word only at the meaning level. She further presents some excerpts from the works of Czech and Soviet authors written for children to illustrate their respect for the word.

605.DRAGANOVA - STOEVA, E.: Prerazkaz ot pozitsiyata na geroya. /Recounting the text from the hero's point of view./

Preduchilishtmo vazpitanie, 1979, No. 5, pp. 15-19.
4 refs.

Reproduction of a continuous text constitutes an importent element in children's language education. It is possible to introduce a more complex form of reproduction in the fourth class of nursery school; the child will recount the text in the first person and choose only those facts and events which concern the hero. The author further deals with the methodology and pedagogical aspects of forming the skills necessary for recounting the text from the hero's point of view.

606.GERBOVA, V.: Vospitaniye zvukovoy kultury rechi. /Educating the sound quality of language./ Doshkolnoye vospitaniye, 1979, No. 9, pp. 13-18. 4 refs.

It is beneficial for four-year-old children to conduct once or twice a month an occupation designed to educate the sound quality of language. In addition, it is recommended to integrate into occupations play and practising, again once or twice a month. The practising of easy speech-sounds helps the child acquire the command of difficult sounds. Education of the sound quality of language does not only mean the practising of correct pronunciation as such, but also the practising of phonematic hearing, speech breathing, speech pace, force and pitch of the voice, diction, etc. These operations are easy to tackle if the child can rely on the speech-sounds it has already mastered.

Correct pronunciation is built up in three stages: 1/ preparation of the speech organs, 2/ making the pronunciation of speech-sounds more precise, 3/ reinforcing the pronunciation of speech-sounds in words and in continuous speech.

The author further describes various games and puzzles designed to derive and reinforce individual speech-sounds, including a detailed description of two occupations.

607. YELAGINA, M.: Kak pomoch rebyonku nauchitsya govorit. /How to help the child learn to talk./ Doshkolnoye vospitaniye, 1979, No. 9, pp. 39-41.

The author describes an experiment designed to investigate how the transition to active speech develops in early childhood. It was carried out with children aged 1.1 to 1.7 years. The results indicate that the decisive factor initiating the transition to active speech is contact with adults. It should be based on an active form of contact, including objects and manipulation with them. The experiment confirms that it is necessary for adults to introduce into their contacts with children new demands, to set new language assignments. The transition to active speech develops in three phases: 1/ the child is not yet able to recognize the language assignment which is the content of a specific situation; 2/ the child understands the language assignment in a broad sense, as a necessity to talk; 3/ the language assignment is specified more precisely.

The results of the experiment point out to the necessity to organize active contacts with the child. This will facilitate a harmonious development of aptitudes, intellect, perception, activities and language. It is necessary to excite in the child an interest in objects, to teach the child how to handle them. This requires the educator's constant attention and a correct organisation of the daily routine.

608.KAPLAN, L.: *O razvitii rechi detey vtorogo goda zhizni,* /On developing children s language in the second year of age./

Doshkolnoye vospitaniye, 1979, No. 1, pp. 51-53.

Language development is irregular in the child´s second year of age. In the first half of the second year, it is mainly the ability to understand adults´ speech that develops; it is only in the second half of the second year of age that the child actively starts to talk. At one and a half years of age the child uses actively thirty to forty words, by the end of the second year it is already three to four hundred words.

When developing language, it is necessary:1/ to encourage in children the need to talk, 2/ to imitate. Adults should talk distinctly and with an emotional connotation. Language development may be enhanced by play, looking at pictures and talking about them, using works of art, observing during walks. The child should be asked questions and encouraged to put questions itself. If the child lags behind in language development in its second year of age, it is necessary to look for the causes. The hearing and speech organs should be examined; sometimes, hereditary factors are to be blamed. In such cases, medical care is necessary, as well as an intensive care aimed at developing the child´s language.

609. **MAKSAKOV, A.:** Vospitaniye zvukovoy kultury rechi na zanyatiyakh. /Educating the sound quality of language in occupations./

Doshkolnoye vospitaniye, 1979, No. 1, pp. 5-9.

Continued.

The author characterizes the state of development of the sould quality of language of three-year-old children. The functioning of speech organs and speech hearing develops to perfection at this age. However, children are still not able to pronounce many speech-sounds and replace them by easier sounds. They have problems with the pronunciation of multisyllable words. Some children breathe out briefly and weakly and they also talk quietly. The main objective in this stage should be the teaching and reinforcing of the correct pronunciation of speech-sounds, the distinct and smooth pronunciation of words and sentences, the developing of hearing perception, practising of the speech organs. Occupations oriented on the sound quality of language in three-year-old children should be conducted only once a month. In addition, short exercises are recommended, two- to five-minutes long, organized as part of an occupation. Three-year-old children usually have a command of the easiest speech-sounds; their correct pronunciation should make up the basis for building up more difficult sounds. All exercises should be practised in the form of play.

At the beginning of the school year, the teacher should examine the pronunciation of individual children and by the end of the school year she should evaluate the results of the year's long work.

Children that markedly lag behind in language development should be referred to specialists.

610.MAKSAKOV, A.: *Vospitaniye zvukovoy kultury rechi na zanyatiykh.* /Educating the sound quality of language in occupations./

Doshkolnoye vospitaniye, 1979, No. 2, pp. 9-15.

Cont. Part 2.

The author discusses in the second part of his article the main objectives to be fulfilled in the first and second quarters of the school year /September to February/, supplemented with methodological guidelines and detailed synopses of occupations; two occupations should be implemented per month.

611.LOSONCZ, M.: *Az anyanyelvi nevelés jelene és jovoje.* /The present-day and the future development of the mother tongue./

Óvodai Nevelés, 32, 1979, No. 2, pp. 48-54.

The author discusses the position ascribed to the mother tongue in the Programme of educational work in nursery school. The following are the determining objectives and their effects on the teaching of the mother tongue:

a/ the new curriculum of primary school,

b/ the number of children in one group. The importance of nursery school lies in the development of language skills and speech preparedness of individual children, including correct breathing, speech pace and rhythm. Teachers should take an individualistic approach to mentally retarded children, study the state of development of children's skills of expression and the possibilities of correction of speech defects. Nursery school cooperates with parents in fulfilling its challenging objective, preparation of children for school attendance.

612.PETROVA, E.: Systém výslovnosti a vývin detí predškolského veku. /The system of pronunciation and development of preschool-age children./
Predškolská výchova, 34, 1979-80, No. 3, pp. 62-63.
1 photograph.

The contemporary trends in the development of education in the Bulgarian People's Republic point out to the necessity of restructuring the teaching and educational process in nursery school.
Great attention in this respect is devoted to the mother tongue.
Intellectual aptitudes are best formed in active creative activities. The making up of various tales and stories by children constitutes a creative process. Three- to four-year-old children need a visual support for narration stimulation. Toys and pictures facilitate to develop the content of a tale better, they make it easier for children to express activities of which they have a direct

apprehension. A gradual developing of logical thinking and creative phantasy provides children with more scope for making use of their personal experiences and for composing their narration on their own.

Six-year-old children are already able to make up stories on the basis of their own experience, also on a specific subject, specific words, a specific beginning. A special task for the child is to make up a title of a story which will then determine the content and which provides stability to an intent.

A child's ability to make up various tales and to acquire grammatical forms of continuous speech determines the achievement of a higher intellectual level. Language skills and habits begin to be applied in a purposeful and well-planned manner, which is a prerequisite for school achievement.

613.SÉGUIN, Y.: Le langage chez les moins de 6 ans.
/The language of children under six./
L'Education enfance, 1979, No. 6, pp. 9-10.

The author focuses his attention on the language education of nursery school children. He bases his considerations on a brief outline of children's development and suggests some pedagogical procedures designed for the systematic developing of the language expression of children. Children's language should be developed in all spheres of speech and communication. Language education should be organically linked with the preceding stage of language development. The author stresses the importance of a continuous dialogue between the child and the adult and the necessity of preparing situations requiring from children to express themselves.

614. TUMAKOVA, G.: Igry i uprazhneniya so zvuchashchim slovom. /Games and exercises with expressive words./ Doshkolnoye vospitaniye, 1979, No. 10, pp. 33-41.

Children's interest in pronouncing the individual speech-sounds of a word develops gradually. At first, children only listen to the sound of the word, distinguish and correctly pronounce individual speech-sounds and later single them out from the word, analyze the speech-sound and syllable structure of the word and finally begin to handle words independently. In occupations, games and exercises the teacher teaches children to understand and use the terms "word", "speech-sound", to recognize individual words in speech, individual speech-sounds in words and to recognize the arrangements of individual speech-sounds in a word: she points out to the children the length of speech-sounds and stress.
These tasks may be solved by means of special games and exercises integrated into language education occupations /5-7 minutes' long/, as well as during walks, by watching objects, in contacts with individual children or a group of children. These games are oriented on the building up of correct pronunciation, developing the skill of being able to hear individual speech-sounds in a word, choosing

words with specific speech-sounds. All this facilitates the subsequent acquisition of the mother tongue at school.
The author presents a whole set of these exercises. Most of them have been selected from the book by Maksakov, A.I.-Tumakova, G.A.: Uchite, igraya /Learning, playing/. Moscow, Prosveshcheniye 1979.

9.2.1 Foreign languages

615. BACHMANN, E.: Der Mundartkurs. /The language course./ Der Schweizerische Kindergarten, 69, 1979, No. 10, pp. 511-513.

Nursery school teachers decided to teach German to the children of foreign workers in small groups of five to nine children. They had to develop their own methodology of teaching. They focused on the question of conditions and motivation in language teaching. Foreign workers speak their own language at home and usually do not try to integrate with the German environment. Their children also prefer to associate and play with children of the same nationality in nursery school. For that reason, the teachers tried to make the children feel at ease in their school and not to avoid talking with the teacher and the children of the German nationality. They tried to provide them with pleasant experiences in the German language, used object aids whenever possible, encouraged the children to creative games, didactic games especially those accompanied with words; they made up a set of pictorial material stimulating conversation. The author of this article describes the experience obtained with 254 who have been taught by this method. Primary school teachers confirm that the language knowledge of these children is good. The children feel at ease during teaching in small groups, especially because their contact with the teacher is so close.

616. HÜSLER-FOGT, S.: Freundarbeiterkinder in unseren Kindergarten. Vorwort. /The children of foreign workers in our nursery schools./

Der Schweizerische Kindergarten, 69, 1979, No. 10, p. 481.

There are 34.000 children of foreign workers at the ages of four to five years living in Switzerland. Most of them go to nursery school. It is very important for the work of nursery school teachers to know the special conditions of these children so that they may create an optimum classroom climate for their education. The whole issue No. 10 is devoted to this problem to facilitate nursery school teachers to get a complete picture of the social conditions of the families of foreign workers, their ways of life, religion, culture, etc.

617. NEGNEVITSKAYA, Ye.: Na Vsesoyuznoy nauchno-teoreticheskoy konferentsii "Russkiy yazyk - yazyk druzhby i sotrudnichestva narodov SSSR". /The All-Union scientific-theoretical conference on "Russian language - the language of friendship and cooperation of the nations of the U.S.S.R."/

Doshkolnoye vospitaniye, 1979, No. 9, pp. 29-31.

The importance of the conference which was held in Tashkent was confirmed by a letter of greetings sent by L.I. Brezhnev. He stated that a command of the mother tongue and the Russian language, which had been voluntarily accepted by all the peoples of the Soviet Union, contributed to the further strengthening of the political, economic and spiritual unity of the Soviet people.

The papers delivered at the plenary assembly stressed that scientific research institutions should deal with the question of bilingualism and the applications of new methods of teaching the Russian language at all levels of the teaching system, beginning with nursery school. The Academy of the Pedagogical Sciences of the U.S.S.R. was set the task of developing standardized methodological materials and object teaching aids which would facilitate, while respecting national specificities, to organize the teaching of the Russian language in all Union republics.

A hundred and twenty theoretical and practical workers participated in the work of the section for preschool education. They discussed general problems of bilingual education in early childhood, optimum age for introducing the teaching of the Russian language, psychological and pedagogical principles of such teaching, looking for most effective methods, questions of content, teaching aids and preparation of personnel.

Papers devoted to theoretical questions stressed that the mother tongue constituted a basis for forming a child's personality and developing its ability to master a second language. Mechanical repetition and imitation of adults' language cannot be used in learning a second language; it is necessary to look for methods of building up creative language skills. This is especially the initiation of a positive, emotion-based motivation, the application of play and the object approach.

Teachers in Georgia have extensive experience with teaching the Russian tongue in nursery school. The objective of the teaching is to teach children to use the Russian language as a means of mutual contacts. Representatives from other Union republics and nationality districts also discussed their experience with teaching the Russian tongue.

A scientific-methodological board will be set up within the department for preschool education of the ministry of school education of the R.S.F.S.R. responsible for coordination of scientific research and methodological activities concerning the teaching of the Russian tongue in individual nationality nursery schools.

10. INTELLECTUAL DEVELOPMENT; INTELLECT EDUCATION

618. KLINDOVÁ, L.: *Psychologické podmienky účinného podnecovania rozumového rozvoja u deti.* /The psychological prerequisites for an effective stimulation of children's intellectual development./

Predškolská výchova, 34, 1979-80, No. 1, pp. 3-8. 5 tables.

The author reports on a survey designed to find some effective forms of children's intellectual development in nursery school. A stimulation programme was drawn up focused on developing thought operations; it has been experimentally tested to investigate its effects on the standards of intellectual abilities of five-year-old children. The results indicate that stimulation does constitute an effective method. Another survey in 1977-1978 was designed to investigate the following problems: 1/ Will the effects of stimulation depend on its duration? 2/ Will the effects of stimulation be enduring or time-limited? 3/ Will the effects of stimulation depend on the level of children's intellectual potential? 4/ What will be the effects of stimulation in the new situation which has arisen as a consequence of the introduction of the new programme of educational work? The survey worked with a hundred children in four nursery schools; one half were control subjects. Results were evaluated before the beginning of the stimulation programme, immediately on its finishing and after an interval of three to four months on ending the stimulation. The researchers used the Raven intelligence test of non-verbal character and a pictorial vocabulary test - Peabody's POST.

Specially significant increases in performance occurred in the RAVEN test designed to investigate the non-verbal potential of intellect. The biggest increases on the whole were found in children that had manifested only substandard levels before the experiment. Children with the highest levels of intellectual development demonstrated lowest increases, which indicates that the programme was little stimulating for these children.

The research results suggest that by purposefully controlling intellectual development it would be possible to achieve a general increase in the level of intellectual potential. The researchers state that it will be necessary to focus on perfecting the principal thought operations, i.e. to introduce the child to situations making it think, actively discover and to guide the child towards active attitudes and self-reliance. Results achieved through systematic and purposeful work will be of a more enduring character. Language education should be increasingly intellectualized, i.e. it should be focused on a comprehension of meaning, word content, conceptual activities.

The researchers point out to the necessity of taking an individualist approach to children, which is the basic prerequisite of success.

619. TEPLYUK, S.: Organizatsiya progulki s detmi. /Organizing walks with children./
Doshkolnoye vospitaniye, 1979, No. 4, pp. 15-19.

Staying outdoors will become an integral part of educational and teaching activities if children are offered enough opportunities of movement, if they are able to watch nature and living objects, handle objects, learn the diversity of shapes, colours, smells and sounds in their surroundings. The author describes in detail how to organize children's activities for two- to three-year-old children. He describes the equipment in the garden, observations of natural processes in the nursery school garden, during walks, observations of social processes and adults' work, children's work in the garden, locomotive and didactic games conducted outdoors. He lays emphasis on encouraging children's independence, exciting interests, active attitudes to the observed processes and phenomena.

620. VERTUA, G. - EMENECI, A.: Un aspetto dell' educazione dell'uomo. /Discussing one aspect of man's education./
Scuola materna, LXVII, 1979, No. 1, pp. 36-37.

The article describes some significant factors of intellectual education and personality development /intelligence and intellect/, explains the concept of intellectual education in nursery school and mentions the main principles of intellectual education. The child should be provided with a relaxed atmosphere and environment which will imbue the child with a joy of life and of genuine knowledge.

621. ZUCCHINI, G.L.: Educazione intelettuale ed esplorazione dell´ ambiente. /Intellectual education and research into environment./
Scuola materna, LXVI, 1979, No. 11, pp. 695-696.
1 table.

The child must learn to recognize the reality by comparing and acquiring notions. The author mentions three aspects constituting the main prerequisites in this respect: 1/ to systematically acquaint the child with its environment, 2/ to respect the child´s age, 3/ to get parents involved in this research. Observation-perception, expression and logico-conceptual deductions are processes requiring teaching conveying genuine knowledge and genuine experience.

622. ZUCCHINI, G.L.: Programmare le attivita finalizzate all´ educazione intelettuale. /Programming activities focused on intellectual education./
Scuola materna, LXVI, 1979, No. 12, pp. 749-750.
1 table.

The principal aspects of learning one´s environment may be summarized into three ranges: 1/ nature, 2/ working environment /shops, workshops, transport, etc./, 3/ socio-cultural environment /museum, traditions, etc./. The author deals with the individual stages of programmed activities designed for learning one´s environment. He mentions as an example the pattern of nature exploration: a walk in a village. This pattern and these methods may also be used in getting acquainted with the environment of human work and the socio-cultural life.

10.1 Perception

623.CALMY, G.: La perception de la chose écrite. /Perception of a written text./
L'école maternelle française, 1979, No. 6, pp. 6-10.
1 table.
This is a brief article reporting on experiments inspired by the books written by F. Richaudeau: Le langage afficace /1973/ and La lisibilité /1976/. They present the main theories of the psychology of perception as conceived by the above author and illustrate them on practical examples.

10.3 Thinking

624.ARNDT, M.: Rätselraten ist nicht nur Unterhaltung. /Puzzle-solving is not only amusement./
Neue Erziehung im Kindergarten, 30, 1979, No. 1, pp. 11-14.

The author points out to the possibility of using puzzles in the education of preschool children. She classifies puzzles as a specific literary genre as well as a tool of activating images and a means of developing one's mind and knowledge. She also lays emphasis on the motivation importance of puzzles viewed from the angle of social communication, for puzzle-solving requires partnership.

She illustrates her theories on excerpts from three books that have been recently published in the German Democratic Republic and the Soviet Union.

In addition to the enrichment of children's vocabulary and expression in general, she appreciates puzzles as a means of developing the child's mind and imagination. She presents a methodological guideline how to teach children to solve puzzles and recommends to proceed from analysis to synthesis. She also presents criteria for selecting puzzles and points out to the fact that they should be in harmony with the level of experience of the contemporary child and that their literary figurativeness should respect the child's potential of comprehension.

In conclusion, the author mentions several alternatives of procedures used in teaching children how to solve puzzles. The article is supplemented with a double-page carrying examples of puzzles.

625. HALÍŘOVÁ, Z.: Rozvíjení poznání v mateřské škole. /Developing cognition in nursery school./ Předškolská výchova, 34, 1979-80, No. 2, pp. 48-49. 2 photographs.

This is a description of model occupations in classes for four- to five-year-old children. Their objective is to teach children identify well-known kinds of fruit and vegetables according to appearance, taste or, in some cases, smell.

626. KAKOL, M.: Rozbudzanie umysłowej aktywności dzieci sześcioletnich. /Initiation of intellectual activity in six-year-old children./

Wychowanie w przedszkolu, 1979, No. 3, pp. 122-126.

The author cites various foreign specialists and confirms that problem teaching is very important for children's cognitive activation, for problem questions help children acquire knowledge, teach them to think, affect the development of the need of an independent acquisition of new knowledge - and, as a consequence, motivation for learning develops.

627. SALAMON, J.: A Galperin-elmélet alkalmazása az óvodások gondolkodásának fejlesztésében. /Application of Galperin's theories in developing the minds of preschool children./

Óvodai Nevelés, 32, 1979, No. 4, pp. 122-125.

The author compares two theories concerning the developing of children's minds, the Piaget's method /the Swiss psychologist's/ and the Galperin's method /the Russian psychologist's/. He analyzes the differences in opinions of the two psychologists. Galperin aimed at drawing up a system of developing the mind's activities. Its principle lies in achieving a higher level of active thinking. The author presents in his paper examples of practical applications of active thinking in teaching children.

10.4 Essentials of mathematics

628.ASZYK, K.: Kształtowanie pojeć matematycznych szesciolatków. /Building up mathematical concepts in six-year-old children./

Wychowanie w przedszkolu, 1979, No. 3, pp. 120-122.

The author prepared his paper on the basis of the results of a survey. It indicates that children attending nursery school have mastered satisfactorily the skills of adding and subtracting up to ten and have learned the graphical symbols of numbers up to ten. At the same time, the researchers have found out that children cannot cope with mathematical signs.

629.BANUL, Z.: Wybrane przykłady zajeć matematycznych z dziecmi szescioletnimi. /Selected examples of mathematical problems designed for six-year-old children./

Wychowanie w przedszkolu, 1979, No. 5, pp. 259-263.

The author, a teacher, explains in detail how she works with six-year-old children in solving mathematical problems, such as games with objects the children handle /mugs, saucers, spoons, etc./. All games are collective, she works individually only with slow learners.

630.BAYEROVÁ, V.: Pomoc mateřské škole. /An aid for nursery school./

Předškolská výchova, 33, 1978-79, No. 6, p. 176.

The author describes two occupations designed for developing mathematical representations, as demonstrated to the teachers of nursery schools in Ostrava.

631.BELOUS, T. - SHCHERBAKOVA, Ye. - SHCHERBAN, L.: Organizatsiya raboty po matematike v malokomplektnom detskom sadu. /Organizing mathematics teaching in an incomplete nursery school./

Doshkolnoye vospitaniye, 1979, No. 10, pp. 59-62.
6 tables.

The authors report on the experience with forming essential mathematical representations in an incomplete nursery school. They observe the principle of a differentiated approach to each child. The teachers talk with the children and use didactic games to investigate the scope of their knowledge, skills and habits in mathematics. On this basis they define the principal pedagogical objectives for individual groups of children and specify the methods of their implementation.
The authors describe three types of occupations:
1/ all children are occupied by the same activity,
2/ combined occupations, one group is occupied by, for example, mathematics and the other by an art activity, 3/ occupations with one group only.
The authors describe several variants for each type and supplement them with tables. When planning

occupations, the teacher must specify exactly when and in which part of the occupation she will work with a particular group. The teacher's work with several groups simultaneously does in no way diminish the quality of the children's knowledge and skills. Individual control tests at the end of every year's quarter and at the end of the school year confirmed that all the children had learned the subject-matter.

632. CHUDNOVA, R.: Obucheniye detey orientirovke vo vremeni. /Teaching children the concept of time./ Doshkolnoye vospitaniye, 1979, No. 1, pp. 24-29. 3 figs.

Children come across the concept of time very early. The knowledge of the length of its individual components and the skill of organizing one's activities according to time are built up gradually in children. The empirical knowledge of time gradually acquired by children will be generalized by the teacher in occupations, made more precise, classified. In this respect, however, it is necessary for the children to have also some mathematical representations, mental pictures of size and of space. This is why the formation of time representations should be implemented parallelly with the formation of mathematical representations. The author further presents the descriptions of occupations and play approaches to identification of the concepts of night, day, morning, evening, individual weekdays, year´s seasons and months.

633. GRAPKOVÁ, A.: Matematické představy. /Mathematical representations./

Predškolská výchova, 33, 1978-79, No. 6, pp. 173-174.
3 photographs.

The author, a teacher, describes the material she uses in developing mathematical representations in children and mentions which teaching aids supplied by the national organization "Učební pomocky" have been most successful. The objectives set up in the curriculum in the field of developing mathematical representations may be fulfilled only by applying children´s spontaneous and organized learning.

634. IGNATOVA, T.: Ovladyavaneto na geometrichniya material v preduchilishtnata vazrast. /Working with geometrical material at preschool age./

Preduchilishtno vazpitaniye, 1979, No. 7, pp. 22 - 28.

The author bases her considerations on mistakes made sometimes by educators in this field and points out that it is necessary to work not only with individual facts and objects, but also to compare shapes and significant signs, put them into mutual correlations and classify them. She categorizes this work into two stages and presents a model procedure of work.

635. LOUDÈCHE, C.: Opérationalisation des objectifs en mathématique. /Operationalization of objectives in mathematics./

L'école maternelle belge, 1978-1979, No. 3, pp. 109-114, No. 4, pp. 157-171.

The term operationalization means a description of behaviour formed as a result of didactic efforts and contains a pupil's own answers and solutions. The following objectives have been set up in the field of developing mathematical thinking in nursery school: to make topological space, to structurize logical thinking by means of sets, to practise principal relationships and operations of measurement, to teach numbers and to build up basic geometrical representations. The author specifies activities designed for each age category. His explanation is supplemented with sketches.

636. MARTYNOVA, L.: Obucheniye matematicheskim znaniyam mladshikh doshkolnikov. /Teaching mathematics to junior preschool-age children./

Doshkolnoye vospitaniye, 1979, No. 3, pp. 22-25.

The author, a teacher, describes in detail how she taught children to distinguish between "One - Many". Another task was to develop children's representations of the same quantity. They were asked either to place identical pictures on some pictures or to put them underneath. They also learned to take objects with the right hand and to place them from the left to the right. They learned to identify geometrical figures /circle, square, triangle/, to identify length and

height.
The author describes for each assignment the methodological procedure, didactic games and material used.

10.5 Essentials of reading and writing

637. ASZYK, K.: *Umiejetność czytania i poziom przygotowania do pisania szesciolatkow.* /The skills of reading and standards of preparation for writing of six-year-old children./

Wychowanie w przedszkolu, 1979, No. 2, pp. 68-73.

The author bases her considerations on the results of a survey carried out on a national scale. It concerned two per cent of this age category of Polish children. The survey demonstrated that the experience with the beginnings of reading was satisfactory. The experience with introduction to writing was also positive.

638. BUCHNER, H.: *Doświadczenia w nauce czytania.* /Experience with teaching to read./

Wychowanie w przedszkolu, 1979, No. 7-8, pp. 379-380.

The author, a nursery school teacher, reports on her experience with teaching children to read. She points out to the successful using of the puppet theatre which is a good aid in creating a positive classroom climate for focusing the children's attention on reading.

639. KAKOL, M.: *Refleksje na temat nauki czytania w przedszkolach.* /Some reflexions on teaching to read in nursery school./

Wychowanie w przedszkolu, 1979, No. 2, pp. 74-76.

The introduction of the teaching of essentials of reading to six-year-old children has initiated a considerable growth in activities on the part of nursery school teachers, both in their work with children and in the field of self-education. The author further points out to some problems arising in the teaching, such as much absence of some children, eyesight defects, unfavourable home environment, etc.

640. MYSTKOWSKA, H.: *Metody przedszkolne w nauczaniu czytania.* /Preschool methods in teaching to read./

Wychowanie w przedszkolu, 1979, No. 10, pp. 500-503.

The author points out to the extraordinary importance of the question of methods to be used in teaching reading in nursery school and states that the content of teaching does not constitute by far such a serious problem. She presents a number of specific examples to illustrate how diverse and effective the methods of teaching can be.

641. NARTOWSKA, A.: Obserwacja i analiza aktywności werbalnej i czynnosci czytania dziecka przedszkolnego. /Observation and analysis of the verbal activity and reading of the preschool child./ Wychowanie w przedszkolu, 1979, No. 6, pp. 291-295.

This is a very detailed psychological analysis of the development of the child's verbal activity from the first months of life. It is determined by contact with the adult members of the family. Taciturnity in nursery school pupils is a defect and a special attention should be paid to it. The author further analyzes the correlation between language and thought, the complexity of this correlation.

642. NARTOWSKA, H.: Obserwacja i analiza aktywności werbalnej i czynnosci czytania dziecka przedszkolnego. /Observation and analysis of the verbal activity and reading of the preschool child./ Wychowanie w przedszkolu, 1979, No. 7-8, pp. 351-355.

This is a continuation of the article published in No. 6, p. 291. The author deals in it with another stage of language development as a form of communication with environment, i.e. written language. The author states that the teacher should proceed very sensitively especially with six-year-old children that are very vulnerable, to prevent their disappointment from failure. The teacher should always present these activities to children as an amusement, as a source of pleasure.

643. NIZIOŁEK, H.: Przygotowujemy dzieci do samodzielnego czytania. /Preparing children for independent reading./

Wychowanie w przedszkolu, 1979, No. 10, pp. 503-506.

This is a practical demonstration illustrating the benefits of work in a collective, for it is both beneficial and effective. Its results have met with interest also in other nursery schools.

644. POGAN, K.: Przygotowanie do nauki pisania. /Preparation for teaching to write./

Wychowanie w przedszkolu, 1979, No. 4, pp. 206-209.

The preparation of children in nursery school to learn to write consists, among other things, of improvement in the field of identification of directions, development of manual skills, free execution of uninterrupted movements, transformation of a motional picture into a graphical one, etc. The author describes in detail how to proceed in all these directions.

645. POGAN, K.: Pierwszy rok nauky czytania. /The first year of teaching to read./

Wychowanie w przedszkolu, 1979, No. 9, pp. 453-458.

The author discusses the procedures used in teaching to read: amusement aimed at both an analysis and a synthesis of sounds, elements of reading, getting acquainted with letters, adding new letters to those already known and the like.

646. WAUTELET - DEBACKER, M.F.: Pictogrammes. /Pictograms./
L'école maternelle belge, 197[illegible]-1979, No. 5, pp. 233-236.

The author reports on experience with the initial teaching of reading to children in the highest classes of nursery school. Children come across the written word for the first time in connection with a picture: an object is depicted on a sheet of paper and its designation is written by hand underneath. The pictures /pictograms/ are arranged so as to express a sentence. Children will copy the text. After some time, they will be able to read the text without the pictures.

10.6 Child and nature

647. BURKHARD, U.: Pflanzenmärchen - eine Hilfe für den Erzieher. /Plant tales - an aid for the educator./
Der Schweizerische Kindergarten, 69, 1979, No. 11, pp. 567-564.
1 ref.

The author stresses the educational importance of this kind of tales especially for the reason that in the plant kingdom, contrary to the animal kingdom, events happen in a calm, continuous manner. There is no violent death, but maturation which results in a new life.

648. KUTNIK, L.: Rabota s roditelyami po vospitaniyu u detey lyubvi k prirode. /Working with parents in educating in children a love of nature./

Doshkolnoye vospitaniye, 1979, No. 3, pp. 48-49.

The author reports on how their nursery school systematically acquainted children with the nature of their home region. To achieve good results, the teachers established cooperation with the parents in this respect. They recommended the parents to let their children keep a menagerie at home, to grow together with their children potted plants, etc. Some parents had to get acquainted with growing and breeding procedures. Consultations were organized, for example, to discuss the subjects "How to start an aquarium and take care of its inhabitants", "How to grow potted plants", "A walk in a forest". The parents were also advised on literature for children dealing with nature. By the end of the school year the teachers visited some parents and found that many children kept a pet at home or tended some plants.

They organized an outing in a forest together with the parents. The parents had a chance to see how their children were guided towards environment conservation. They made together with the children various artifacts from natural materials. At the end of the school year a discussion meeting was organized for the parents to evaluate the results achieved in getting children acquainted with nature.

649.KUTTOVÁ, Z.: Význam procházek v mateřské škole. /The importance of walks in nursery school activities./ Predškolská výchova, 33, 1978-79, No. 11, pp. 312-313.

The author, a teacher, describes how she makes use of walks to educationally influence the children. She describes the children's observations and activities during the year's seasons. She points out to the extensive possibilities of educationally influencing the children also in the field of environment conservation.

650.LEWKOWICZ, M.: O pieknie przyrody i kształtowaniu uczuc. /On the beauty of nature and fostering emotions./
Wychowanie w przedszkolu, 1979, No. 3, pp. 142-145.

The author describes her work with the children of a nursery school situated on a housing estate. She describes how she makes short trips with the children out of the town or at least in a park. She demonstrates how to foster in children a sense of beauty by discovering for them in nature beautiful shapes, for example, old tree roots, which will develop children's phantasy.

651. LIPTÁKOVÁ, O.: Oboznamovanie detí so zimnou prírodou. /Getting children acquainted with winter nature./

Predškolská výchova, 34, 1979-80, No. 4, pp. 108-109.

2 figs.

The author, a teacher, reports on her experience with making use of nature in winter for the children's all-round development. In addition to the usual winter games, children stamped by feet various figures in fresh snow, made an ice lake, tended birds in the school surrounding, as well as game. The author also organized a meeting with a forest engineer who told the children many interesting stories from the animal kingdom.

652. NOVOTNÁ, J.: Seznamování dětí s přírodou v botanické zahradě. /Getting children acquainted with nature in a botanical garden./

Predškolská výchova, 33, 1978-79, No. 5, pp. 147-148.

The author, a teacher, describes which natural processes she watches with her children in the botanical garden in individual seasons. The children watch the botanical garden workers tend the flower-beds and imitate their activities in the nursery school garden. The children observe some selected trees /horse chestnut, larch, cherry tree/ to see how they change during the year's seasons.

653. PETIT, G.: L'éveil à la biologie. /Awakening an interest in biology./
L'école maternelle française, 1979, No. 5, pp. 17-30.
5 figs., 10 refs.

The author discusses how to get children acquainted with living and non-living nature. The teacher should base educational work in this field on the spontaneous interest evoked in the children by singing birds, animals, etc. Educational efforts should be focused on fostering in the children a love of nature and its knowledge. It is important to keep a menagerie in nursery school. The author describes the children's reactions in contact with animals and, as a result, their increasing interest in nature and in getting to know it better.

654. PUSHNINA, L. - SIZENKO, Z.: Okhrana prirody i deti. /Nature conservation and children./
Doshkolnoye vospitaniye, 1979, No. 8, pp. 16-21.
4 photographs, 10 refs.

Nature conservation constitutes an important component of nursery school activities. Its objective is to focus children's attention on the beauty of nature; to make use of gardening and keeping a school menagerie to enhance children's interest in plants and animals, their interest in watching them and, when required, in tending them and protecting; to demonstrate to children during environmental trips the changes taking place both in the living non-living nature, to teach them to observe, to infer conclusions. Parents should also get involved in these activities, by helping in the nursery school garden and by correctly guiding their children at weekends and during holidays. The authors include in their article the so-called "Advice to nature lovers" aimed at pedagogical education; they are designed for teachers to acquaint parents with these guidelines on various occasions, or to put them on notice boards designed especially for parents, etc.

655.ROKITNITSKA, S.: *Przyroda terenem poznania.*
/Nature as an object of cognition./
Wychowanie w przedszkolu, 1979, No. 3, pp. 145-147.

The author presents a number of examples how teachers can make use of environmental trips to get children to know nature better, to get acquainted with individual regions of their home country, with plants and animals. Individual phenomena and processes taking place in nature as pointed out to children will enable them to acquire a lot of new knowledge. This knowledge should be further reinforced and supplemented with pictures, illustrations and film which are the best means of making the reality, unavailable for direct observation, accessible to children.

656. TUR, N.: Okhranyayem prirodu. /Nature conservation./ Doshkolnoye vospitaniye, 1979, No. 3, pp. 12-13.

The author, a teacher, describes how to meet the objective of nature conservation in the routine activities of nursery school. During walks, children observe the Pechora river and identify changes brought about by individual seasons. Children play with natural materials, express in their drawings their impressions of nature and their attitudes to it. When growing flowers, children learn that these plants not only decorate rooms, but also improve the environment. When working in the garden, they learn that it is not enough only to conserve the multiple beauties of nature, but that they should also contribute to their multiplication.

657. ULRICH, A.K.: Tiere, wie sie wirklich sind. /Animals such as they really are./
Der Schweizerische Kindergarten, 69, 1979, No. 11, pp. 556-562.
3 figs., 13 refs.

The author analyzes and characterizes on examples the individual genres of children's literature concerning the animal kingdom. Fairy tales usually carry very little zoological truth. Their function is quite different, they are designed especially to affect children's emotions. Pictorial books presenting the static representations of animals are not indispensable, the child gets more chances to come across these animals in real life. Such pictorial books are justified as contribute to the child's understanding of development in nature, for example the book "The Corn Field" showing animals that live in the field.

Another type of books combines information with phantasy, for example, a book describing how a child looks after its cat, their adventures, their mutual relations, etc.

There exist many edifying books, such as "The Correct Animal for Our Child", describing individual pets that may be kept in a household and what care they require. There are also books designed as guides to nature, such as "Walking in a Forest, in a Field", "Animals in Our Neighbourhood", "Nature by Day and by Night", etc.

11. AESTHETIC EDUCATION

658. AGAZZI, A.: *L'educazione estetica nel processo educativo.* /Aesthetic education in the educational process./
Scuola materna, 66, 1979, No. 16, pp. 1002-1008.

This is a paper delivered by the prominent Italian pedagogue Agazzi at a conference on the problems of drawing in the educational process on 8th May, 1978, in Bresci. It consists of two parts. The first deals with aesthetic and art education, expression and communication, perceptive aesthetics before Kant, the concept of spontaneity in art, play and at work. The other part of the paper deals with the individual phases of spontaneity at evolutive age, language, spontaneity as an expression of frankness and originality, personality character and quality, psychology and quality of spontaneous drawings.

659. DÖRIG, H.R.: Kind und Kultur. /The child and culture./ Der Schweizerische Kindergarten, 69, 1979, No. 6, pp. 283-295.

The author reports on the resolution of the commission for extracurricular education and cultural development of the European Council. It calls for such a cultural policy as would enable children apply their creative skills and extend their cultural possibilities. The development of this objective was entrusted to the member countries, Belgium, Danemark, Finnland, France, Norway, Sweden and Switzerland. The draft prepared by the representatives of these countries should be discussed at a seminar held this year, attended by all the member countries associated in the Council. The discussion should focus on the following subjects:

- the role of the educator;
- the cultural development of children in a society influenced by mass communication media;
- the division of tasks and responsibilities between the family, school and out-of-school organizations;
- special measures to be taken to the benefit of neglected groups of children;
- new roads of art education.

660.KAZAKOVA, T. - LOKUTSIYEVSKAYA, G.: Yapono-sovetskiy simpozium. /Japano-Soviet symposium./

Doshkolnoye vospitaniye, 1979, No. 12, pp. 61-62.

The authors report on the seventh Japano-Soviet symposium on questions of aesthetic education held in Tokyo. The participants of the symposium reported on the recent findings concerning aesthetic education and outlined the agenda of the eighth symposium to be held in Moscow in 1980. The Japanese specialists reported that many questions concerning the theory and practice of the Soviet pedagogy had become the basis for building up the Japanese system of teaching and education, the different social system, however, entailed a different organization of preschool education.

In addition to the plenary meeting, deliberations were carried out in the section for aesthetic education of preschool-age children, school-going-age children and in the section for toy. The Soviet delegation brought with it an exhibition of the national didactic toy.

During the visit of a private nursery school, the symposium participants were able to see in practice the application of the methodology of developing musical creativity as elaborated by N.A.Vetlugina. As regards art education, attention is focused on the skill of making up a composition on the lines of folk art and national traditions.

661.NIERMANN, M.M.: Ästhetische Erziehung des Vorschulkindes in der DDR. /The aesthetic education of preschool children in the German Democratic Republic./

Der Schweizerische Kindergarten, 69, 1979, No. 4, pp. 194-198.
10 refs.

The author reports on the system of aesthetic education existing in the German Democratic Republic by citing from several publications /On the Work with the Educational and Teaching Plan in Nursery School, books written by Sorotkina, Vetlugina and others/. Amazement is expressed in an editorial comment over the appearance of the principle of control and morale in aesthetic education. In the conclusion to her article the author asks whether the purposeful controlling of aesthetic education, which undoubtedly brings positive results, does not restrict the scope for individualistic activities and the joy of creation.

662.SOJKOVÁ, J.: Malované písničky. /Painted songs./
Předškolská výchova, 33, 1978-79, No. 7, pp. 205-206.

The author, a teacher, describes her experience with using a musical composition for motivation in art education. She gradually guides children to acquiring the skill of being able to combine music with specific pictures, to imagine the action under the words of the song and to express it by drawing of painting. This is why she also uses illustrations in practising songs. The author further mentions examples of how she motivates with music the topics of Autumn, Meadow, Summer, etc.

11.1 General questions

663. ČERVENKA, J.: Mezinárodní rok dítěte 1979, mateřská škola a estetická výchova. /The International Year of the Child 1979, nursery school and aesthetic education./

Predškolská výchova, 33, 1978-79, No. 5, pp. 134-136.

The author reports on events organized by the International Union for Children's Books in its member countries. He mentions how our country can contribute to the world culture, especially in the field of teaching and education of preschool-age children. There exists a positive tradition of aesthetic education in the sphere of music and arts and literary traditions are developing. Nursery school makes a full use of the possibility of shaping the child's personality effectively, which is only possible at preschool age. We can demonstrate to the world that our nursery school conceives aesthetic perception and aesthetic activities as part of children's cognition of people and phenomena, learning the relationships and laws prevailing in life, i.e. also by building up interpersonal relations on a basis different from that used in intellectual education. Of a great value are affective relations evoked by aesthetic education in preschool children. What still remains to be done is to gradually raise the standards of well-planned care in the field of aesthetic education in the family.

664. IVANOVOVÁ, L.: Hudební a výtvarná výchova v jeslích. /Musical and art education in the crèche./

Zdravotnická pracovnice, 29, 1979, No. 1, pp. 10-12. 1 photograph.

Musical and art education in the crèche constitutes a component of aesthetic education focused on developing children's abilities and skills to express themselves by means of the specific modes of the individual kinds of art.
Art activities represent one of the forms used by the child to get to know the surrounding reality, which helps the child to realize hidden correlations and social relations. The first attempts at art activities of infants look like scrawls without content, in the second half of the child's second year of age the scrawls assume some content. During the third year of age the sign drawing appears; its content is the child's immediate surroundings. The extensiveness of its artistic expression is in a direct proportion to the qualities of the child's emotional attitude to the depicted reality.
Musical education in the crèche should awaken in the child its musical talent, develop musical skills through singing, locomotion to the accompaniment of music, listening to music and instrumental activities.

In all the components of musical education teachers lay emphasis on the child's activity and on educating a sense of rhythm.

665. IVANOVOVÁ, L.: Význam a cíl estetické výchovy v předškolním věku. /The importance and objective of aesthetic education at preschool age./ Zdravotnická pracovnice, 29, 1979, No. 2-3, pp. 91-95.
4 photographs.

The system of aesthetic education within preschool education comprises all kinds of art, not only such traditional components as musical, art and literary education, but also aesthetic activities conducted in early childhood. It contributes to the development of the specific potential and talent of every individual child and its aesthetic perception, emotions and concepts, gets children involved in activities in the sphere of art and educates in them the habit of bringing elements of beauty into life; it also builds up the foundations of the aesthetic sense and, finally, it develops the artistic-creative abilities of children.

666.JŮVA, V.: Sovětská pedagogika a estetická výchova. /The Soviet pedagogy and aesthetic education./ Estetická výchova, 19, 1978-79, No. 8, pp. 203-205. 12 refs.

Aesthetic education has become from the very beginnings in the Soviet pedagogy a serious theoretical and practical problem and an increasing attention is being paid to it within the framework of an all-round Communist education. The Soviet pedagogy has managed to overcome the isolation and one-sidedness in the orientation of aesthetic education so often encountered in various bourgeois concepts and some of it still remaining to be overcome in our theory and practice. The contemporary model of aesthetic education in the Soviet pedagogy is a synthetic and integrated model: it combines into a unity aesthetic education through artistic means as well as education through aesthetic means outside art, it unites receptive and active aesthetic education placing a special emphasis on the development of creativity, aims at achieving a unity of theoretical and practical aspects in aesthetic-educational work; it especially combines the most important aesthetic values of the past in a unity with the aesthetic values created by the socialist present focused on the future prospects of development of our society.

667. SMETANOVÁ, Z.: Krásy l´udovej kultúry. /The beauty of folk culture./

Predškolská výchova, 33, 1978-79, No. 12, pp. 347-348.

The author, a teacher, describes how she fosters in children a love of folk art which is still alive in the Detva region. She visits with children a museum of folk traditions displaying painted mugs, embroidery, a spinning wheel, puppets dressed in national costumes, etc. She narrates children how people used these objects in the past. Another form of folk art used in nursery school are folk tales, legends, songs, ballads, rhymes, puzzles, proverbs and sayings. The teachers select those which are adequate with respect to the children´s ages, may affect positively their moral attitudes and contribute to the developing of their mother tongue.

668. STORIKOWA, J.: Sztuka ludowa zbliza dzieciom obraz ojczyzny./Folk art enables children to get to know their home country better./

Wychowanie v przedszkolu, 1979, No. 1, pp. 22-26.

The author describes her experience with using folk customs in the course of one school year. The aim was to get the children acquainted with various Polish traditions during different seasons.

11.2 Musical education

669. BARABANOVA, T.: Russkaya narodnaya muzyka v samostoyatelnoy deyatelnosti detey. /The Russian folk music in children s independent activities./ Doshkolnoye vospitaniye, 1979, No. 5, pp. 84-86.

The curriculum of educational work attaches a lot of attention to Russian folk songs. The section "independent art activities" requires that children should sing Russian folk songs and dance national dances on their own initiative, which, in turn, requires that adequate conditions should be set up in the school. When children learn enough folk songs and dances, they demonstrate them at various social events. Accessories are made, national costumes, scarves, masks of animals and the like. They are used first at these events and then given to children for free play. Children do not copy the skills, habits and experience they acquire in occupations or various cultural programmes, rather they modify them, show initiative, phantasy, creativity. The author presents in her article examples of several songs and acts.

670. CARABO-CONE, M.: Zmyslovo-pohybové chápánie základov hudobnej výchovy. /The senso-locomotive concept of essentials of musical education./
Predškolská výchova, 33, 1978-79, No. 11, pp. 317-319.
3 photographs.

The author bases her considerations on the thesis verified by Piaget and Bruner that senso-locomotive perception constitutes the basis for musical and intellectual activities and stimulates a higher level of learning achievements at preschool and junior school age. It is already at preschool age that teaching may have positive formative and cognitive effects if it takes place in an environment rich in sensomotor stimuli encouraging the child to use them in a specific activity.
The author has developed a methodology of musical education affecting all the senses. The stave and notes become part of the environment. The child makes use of its instinctive abilities to learn and it builds up all concepts in relation to itself: it moves between note lines of large dimensions that it sees all around itself, on the floor, on the wall, on dresses. The author further describes a number of play activities which are simultaneously learning situations. The main factors are identification, dramatization and muscle coordination.

671. FALTIN, M.: Zaujímavo o hudebnej a rytmickej výchove. /Encouraging interest in musical and rhythmic education./

Predškolská výchova, 33, 1978-79, No. 12, pp. 351-353.

The author reports on a congress on rhythmics organized by the Dalcroze Institute in Geneva in June 1977. Papers were delivered at the congress discussing the topics of Rhythmics for physically handicapped children, Movement or musical inspiration, Dances of the 16th-19th centuries, The rhythms and dances of Africa. E.J. Dalcroze's active method of musical education was also discussed. The author of this article further describes some examples of work with children as demonstrated to the congress participants and teaching aids designed for musical education occupations.

672. JAKALOVÁ, L.: Počúvanie hudby sprevádzané pohybom. /Listening to music accompanied with movement./

Predškolská výchova, 33, 1978-79, No. 7, pp. 206-207.
1 photograph.

Listening to music combined with movement tends to express music through locomotion. It assumes the character of a play occupation and it is difficult to separate listening to a musical composition from games to the accompaniment of music. Children learn through this form to actively perceive, to listen and to express the character of music

by movement. Simultaneously, a sense of rhythm is developed in them, their creative activity and initiative are applied.
The author further describes how she makes use of rhyming verses put to music by E. Suchoň. They are illustrated and supplemented with a gramophone record and were published by the publishing house Mladé letá in 1970.

673. KALIST, A.: Vospitaniye lyubvi k Rodine sredstvami muzyki. /Educating love of one s home country through music./

Doshkolnoye vospitaniye, 1979, No. 3, pp. 81-84.

The author reports on the experience with work of a nursery school which has set up the objective of providing continuity between the work of the teacher and that of the music teacher in the children's moral education; to combine music with other forms of art activities; whenever possible, to use music as accompaniment to all kinds of activities. The author further presents some examples to demonstrate how she supplemented with musical material individual topics concerning moral education and cognitive development. The texts specified the content of a particular topic, music affected emotions and enhanced the effects of both the teachers' educational efforts.

674. LOPATINA, M.: Rol popevok v formirovanii pevcheskoy deyatelnosti. /The role of a melody in forming singing skills./

Doshkolnoye vospitaniye, 1979, No. 12, pp. 78-80.

The author means by a melody a short song of folk character. She makes use of melodies for practising more complex songs. She asks children to sing the melody several times, always half a tone higher until they reach the required tone pitch. This method is a good aid in extending the voice amplitude and developing the musical ear.

675. NORDHOFF, I.: "Hör mal, Frau Orff, ich hab' was erfunden!" /Listen, Mrs Orff, I've discovered something!"/

Spielen und lernen, 12, 1979, No.1, pp. 22-23.

2 photographs.

The author reports on the musicotherapeutic work of Mrs Gertrude Orff, who has been engaged in work with handicapped children in a children's centre in Munich for over ten years. From her former husband, Carl Orff, with whom she had lived for fourteen years, she learned the essence of his musical school which she now applies to work with handicapped children in cooperation with several paediatricians. Her musicotherapy is multi-sensory, aimed at musical, locomotive and language development. She works individually as well as with groups and her programme has achieved remarkable results. In view of such extensive interest in this specialization, she also prepares courses and specialist literature for future musicotherapeutists.

675a. ONDRUCHOVÁ, J.: *Audiovizuální pomůcky v hudební výchově.* /Audiovisual aids in musical education./ Učitelské noviny, 29, /82/, 1979, No. 5, p. 6.

The author reports on some applications of audiovisual aids in musical education in the first to fifth grades of primary school, such as using a tape-recorder and a gramophone for listening to musical compositions, for identification of various musical instruments, chamber music groups, orchestras, prominent artists. The author also uses a slide projector combined with a tape-recorder, especially for the youngest children to show them fairy tales to the accompaniment of music. An overhead projector offers a number of advantages: the teacher is able to prepare some material ahead by using the special foil and to project it to pupils whenever he or she needs it. A film projector would also enrich the programme, however, it is very demanding to make an amateur film.

676. PEGUSHINA, Z.: *Razvitiye pevcheskikh navykov u detey.* /Developing singing habits in children./ Doshkolnoye vospitaniye, 1979, No. 12, pp. 76-78.

The author, a music teacher, reports on her experience. At the beginning of the school year, she examines in all the children their sense of hearing, voice amplitude and their individual specific features. She teaches songs in three stages: 1/ demonstration of the song, explanation of difficult words, pointing out to the character of the melody; 2/ practising; 3/ reinforcing the melody, testing the acquisition of the song. It takes usually eight occupations for the children to learn a song. The author further describes her experience with using the "Musical Primer" by N.A.Vetlugina. She has found successful individual work with children outside occupations, focused especially on developing singing habits. The teacher always tries to choose some interesting material for this purpose, amusing melodies and children like these individual sessions.

677.RYBOVÁ, V.: Zpívají pro radost. /Nad sborovým zpěvem na mateřských školách./ /They sing for pleasure. A reflexion on choir singing in nursery school./
Učitelské noviny, 29, /82/, 1979, No. 13, p. 5.

The author reports on the fifth show of nursery school children's choirs in the district of Hradec Králové. The first nursery school choir in the district was founded in the year 1971 and it still belongs to the best. The Regional section for nursery school choirs has also been established. Today, there are seven choirs with 250 children in the district. The author further describes the methods of work used in the choirs and the criteria defined for selecting children to sing in the choir. Continuity in the work of the choir is secured by the existence of a preparatory choir for which six- to ten-year-old children are selected. Thus, from an early age, love of music and signing is fostered in children.

678. SIDELNIKOVA, R.: Organizatsiya muzykalno-igrovoy deyatelnosti detey vne zanyatiy. /Organizing musical and play activities outside occupations./ Doshkolnoye vospitaniye, 1979, No. 1, pp. 80-81.

The author suggests how to prepare a musical corner in nursery school designed to encourage the musical and play activities of children. It should be isolated to prevent children from disturbing one another. Toys and musical instruments should be placed in this corner which encourage musical and play activities, accessories for the dramatization of popular songs, illustrations of songs, musical-didactic games /musical lotto/, sets of gramophone records with children's songs, etc. The author also describes the contents of some musical-didactic games.

679. SMOCZYŃSKA-NACHTMAN, U.: Kalendarz muzyczny w przedszkolu. /The musical calendar in nursery school./ Warsaw, Wydawnictwa Szkolne i Pedagogiczne 1978.
Reviewed by: WIEMAN, M.:
Wychowanie w przedszkolu, 1979, No. 6, pp. 327-329.

The above mentioned calendar is an excellent aid for musical education in four groups of nursery school throughout the school year. The reviewer points out that the next editions of the calendar should also remember to include gramophone records, tapes, etc.

680. SYKALOVA, G.: Obucheniye igre na detskikh muzykalnykh instrumentakh. /Teaching to play children's musical instruments./

Doshkolnoye vospitaniye, 1979, No. 3, pp. 74-75.

The programme of educational work in nursery school recommends to teach children to play musical instruments in classes designed for medium and senior children's age. Playing musical instruments enhances children's interest in music, contributes to the development of singing habits, musical memory, attention.

Children get acquainted with musical instruments through play at first. Musical school pupils are invited to come to the nursery school. At concerts they introduce individual musical instruments to the children. The author describes her positive experience with a children's orchestra. Playing in an orchestra develops the sense of melody and harmony as well as attention and the sense of responsibility. Parents are informed about their children's achievements in playing musical instruments, the teacher advises them what reproduced music they can listen to together with their children. The parents of many children have bought them a musical instrument. The children's orchestra performs not only in the nursery school, but also in the public, on various occasions.

681.VETLUGINA, N.: Zadachi i soderzhaniye programmy muzykalnogo vospitaniya. /The tasks and content of the musical education programme./

Doshkolnoye vospitaniye, 1979, No. 2, pp. 91-94.

The author states the main principles of the musical education programme and demonstrates how they are implemented in the section "Musical Education": 1/ Combination of children's musical-aesthetic activities with life around them and with the present; 2/ Education and musical-aesthetic development of the child; 3/ Continuity of musical education and children's development in individual age stages.
The child starting school should have achieved a specific level of development. The curriculum stipulates the following objectives: 1/ To foster in children love of music and interest in it, to develop musical perception, emotions and concepts, to encourage moral-aesthetic experiences;
2/ To acquaint children with various musical compositions; 3/ To encourage children to various forms of musical activities, to teach them the essentials and habits of singing and of musical-rhythmic movements, to teach them play musical instruments; 4/ To develop children's voices, their musical potential; 5/ To build up children's creative attitudes to musical activities, for example, by dramatizing songs; 6/ To encourage children to an independent repetition of songs, musical games,dances; 7/ To foster in children musical taste, to guide them to self-evaluation of

their singing and rhythmic activities.
The tasks and content of musical education are formulated in individual sections of the educational work curriculum, for music and singing appear in the varied forms of children´s activities.

682. WENZLOVÁ, R.: Hudební výchova očima studentek střední pedagogické školy. /Musical education viewed from the angle of secondary pedagogical school students./

Predškolská výchova, 33, 1978-79, No. 10, pp. 291-292.

These are the results of questionnaires completed by the students of the pedagogical school in Beroun on finishing their pedagogical practical work. They answered questions concerning the children´s musical talents, their skills of improvization, equipment of the nursery school with aids for musical education, their experience with work according to the new concept of musical education and activities the students thought they conducted best. The results of this survey proved that the students had benefited from their practical work, that they were interested in their work and had the courage to experiment.

683.WIEMAN, M.: Wychowanie muzyczne dzieci trzyletnich. /The musical education of three-year-old children./

Wychowanie w przedszkolu, 1979, No. 1, pp. 26-29.

The author, a teacher, describes in detail her experience with getting three-year-old children acquainted with the world of music. She does it through play during which they will start singing or reciting a rhythmic text. She never asks the children to participate in such activities, she has to excite interest in them first to make them feel they want to join in.

684.WIEMAN, M.: Wychowanie muzyczne dzieci czteroletnich. /The musical education of four-year-old children./

Wychowanie w przedszkolu, 1979, No. 3, pp. 148-154.

The author, a teacher, describes how she looks for new methods of musical education based especially on developing the children's locomotive qualities. She stresses that the following moments play an important role in such education: relaxed atmosphere, smile, understanding.

685.WIEMAN, M.: Wychowanie muzyczne dzieci pięcioletnich. /The musical education of five-year-old children./

Wychowanie w przedszkolu, 1979, No. 5, pp. 253-256.

The author, a teacher, demonstrates that five-year-old children are musically more sensitive than younger children, both from the melodical and rhythmical point of view. For that reason, she states, it is possible to set up more challenging assignments to them. It is already possible with these children to use more extensively a record-player, a tape-recorder, radio broadcasts. Nevertheless, the author points out, all these activities have to be organized in the form of play and amusement, not learning.

686. WIEMAN, M.: Wychowanie muzyczne dzieci sześcioletnich. /The musical education of six-year-old children./
Wychowanie w przedszkolu, 1979, No. 6, pp. 306-310.

The author describes in detail some methods used in musical education in a Warsaw nursery school, where the standards of the children's musical knowledge and education in general are high. The children are keen on singing, dancing, playing in an orchestra, etc. Any activity conducted in this nursery school involves a march with singing, rhythmic exercise or play and work with a song. The results are excellent.

11.2.1 Development of musical talent

687. COUVRER, F.: L´éveil au rythme et a la musique. /Awakening a sense of rhythm and music./
L´Enfant, 1979, No. 6, pp. 481-486.

The author reports in his article on some recent findings achieved in therapy through music and locomotion. Music as a means of communication enables man not only to express himself, but also to establish new relationships between man and the world of sounds surrounding him. The author summarizes the results of recent experiments and confronts them with pedagogical practice represented especially by the methods developed by Carl Orff and E.J. Delcroze.

688. FRENKEL, N.: Nekotoryye usloviya razvitiya muzykalnogo slucha. /Some prerequisites for developing musicality./
Doshkolnoye vospitaniye, 1979, No. 3, pp. 75-80.

Musicality as a skill to remember and to correctly convey a melody, to experience the content of a song with emotion, is developed in song acquisition. The opinion is widely recognized in practice that some intervals are difficult for preschool children to understand and reproduce. This phenomenon is usually explained by the insufficient development of children´s hearing. An analysis of this phenomenon indicates that in a specific musical context and under specific conditions the same interval may be difficult in one case, but need not be so in another. An important role is ascribed in this respect to hearing habits, a specific tune and intonation. The author uses many examples to demonstrate that the most important in developing musicality and learning songs is to understand the meaning, character and structure of the melody. It is not the external signs /interval scope, pitch/ that would constitute the criterion of accessibility of a melody for its acquisition, rather its harmonic and intonation structure adequate to the hearing of children of a particular nationality as well as some other conditions.

A unity of the musical and poetic contents of a song, of dynamic differences and emotional experiencing of a tune, all this aids in acquiring a melody and encourages in the child also locomotive stimulation.

689. KOROLEVA, G.: Obucheniye detey muzykalnoy gramote.
/Educating children in music./
Doshkolnoye vospitaniye, 1979, No. 6, pp. 89-90.

The author, a music teacher, describes her experience with the "musical primer". To excite the children's interest and make it easier for them to cope with the curriculum requirements, she made object teaching aids for them, such as an enlarged note lotto, key, note lines, individual notes etc. The "musical primer" may be used as early as with three-year-old children. The children learned first to identify high and low tones,

later short and long tones. All this was practised by means of didactic games. In preparatory classes the children represented the rhythm of a song by means of wide and narrow cards. The children also learned the names of notes and their positions on note lines.
This method of teaching will enable the children to perceive music with emotion, to identify sounds according to pitch and length, the rising and falling of a melody, they will be able to remember a melody with ease. A child that knows something about the character of a melody will be able to express it quite easily also through locomotion.
In conclusion of her article the author presents the script of a "musical fairy tale".

690. KURKOVÁ, L.: *Působemí barvy zvuku na rozvoj obrazotvornosti a tvořivosti.* /The effect of the sound colour on the development of imaginativeness and creativeness./
Estetická výchova, 19, 1978-79, No. 5, pp. 119-121.
2 photographs.

Children's ensemble play constitutes a valuable contribution to musical education. It contributes to developing a sense of rhythm, a sense of musical form, to cultivating a musical taste and to developing elementary musical creativeness. The author of this article discusses the various uses of small percussion and melodic percussion instruments in groups of preschool-age children. She is looking for all possible alternatives of combining the magic of the sound of these instruments with the world of children's poetry and fairy tales and how to make use of them to affect the development of imaginativeness and phantasy and children's creative activities.

691. SEDLÁČEK, F.: Poruchy hudebních schopností. /Defects of musical skills./
Estetická výchova, 19, 1978-79, No. 1, pp. 7-9.
8 refs.

The study deals with the problem of defects of musical functions /amusicality, dismusicality and paramusicality/. Amusicality is the most serious defect of a significantly reduced level of the ability to perceive, experience and evaluate music, reduced interest in it or the unability to identify a tone pitch and tone relations, to reproduce melodic pieces by voice or by using a musical instrument. This defect is caused by a hereditary, congenital or in some cases damage afflicted during life or by the retarded maturation of the brain centres, while neither general nor partial deafness may be identified. On the basis of years' long work with incorrectly singing children the author has come to the conclusion that their musico-developmental potential is often very extensive and much more extensive than expected by current pedagogical practice. These children are often labelled by their teachers as amusical, without an ear for music, as "drones". The author of the article points out that the classification of children into musical and amusical is psychologically not justified, for musical skills manifest gradual differences. The term amusical individual should only be used for clinically identified defects of sensory amusicality and should be clearly separated from developmental retardations of musically retarded or little musically developed pupils. The term amusical individual should be replaced by other, more fitting expressions: musically slow learner, little or insufficiently musically developed pupil, musically retarded pupil.

692. SEDLÁK, F.: Hudební vývoj lidského jedince. /The musical development of a human individual./ Estetická výchova, 19, 1978-79, No. 9, pp. 241-242, 245.
2 refs.

The study deals with the concept of the musical development of a human individual in a broader context, in an integral unity with man's physical and mental potential, with the harmonious building up of a personality in the contemporary civilization. The author of this article bases his considerations on the dialectic-materialistical principles of ontogenesis and the latest findings of musical psychology; he has attempted to identify the factors, conditions, principal features and laws of musical development. The human being finds its place in the existing world, music affects it through mass media from the first seconds of its life and accompanies it till its death. The child gets hold of music and the musical culture accumulated in the history of mankind, in the family, at school and out of school. This process of acquiring musical human experience through a musical activity developing musical skills and qualitatively changing human musical consciousness is called the musical development of an individual /musical ontogenesis/. All-round musical activities of an individual are not implemented only through specific skills, but are also determined by a number of general skills constituting the prerequisites for other kinds of human activities.

693. VETLUGINA, N.: Razvitiye muzykalnosti u rebyonka. /Developing musicality in the child./
Doshkolnoye vospitaniye, 1979, No. 6, pp. 35-39.
1 table, 3 refs.

The author presents a survey of literature concerning the above mentioned subject and discusses the latest trends in defining the concept of "musicality". She has come to the conclusion that children's musicality constitutes a complex of musical skills facilitating the implementation of musical activities in accessible forms. The main criterion of musicality is an emotional response to music and hearing. Musical skills manifest themselves very early. They are mostly a sense of harmony, hearing images reflecting relationships between tones and a sense of musical rhythm.

Children's musicality cannot be studied only from the point of view of its principal components /sense and hearing/, sensory /identification of qualities of musical sounds/ and major skills /harmonic hearing and a sense of rhythm/. Musicality is closely linked with specific modes of activities, such as perception, performing and creative skills. The author includes a table in her article to represent schematically the structure of musicality and the mutual relations between individual components.

11.2.2 Musical activities

694. DROZDENKO, T.: Metodika provedeniya muzykalnykh zanyatiy s detmi rannego vozrasta. /The methodology of musical education occupations for young children./
Doshkolnoye vospitaniye, 1979, No. 4, pp. 89-92.

The author describes methodological procedures designed for the musical education of two- to three-year old children. They are supplemented with a selection of musical material for listening, singing and locomotion to the accompaniment of music.

695. LIFITS, I.: O sovremennom detskom balnom tantse. /Concernint the contemporary children's social dancing./
Doshkolnoye vospitaniye, 1979, No. 10, pp. 90-92.

Dancing plays an important role in children's education. Contemporary trends penetrate the sphere of the dancing art. The present-day dance often presents itself as vulgar, improvization is stereotypic /they wag, do not stick to the rhythm, etc./. These phenomena should be eliminated, for it is at preschool age that the foundations for musical taste are laid. Contemporary composers have created new dancing compositions suitable for preschool-age children. They comprise dancing elements which have traditionally appeared in dances designed for preschool-age children, but some new ones that are in keeping with the contemporary approach to dancing. The author of this article describes some of these compositions and supplements them with methodological guidelines. Two dances are described also with note music and the method of execution.

696. MIKYANITCH, V.: Dyetsa stvarayu glasbu. /Children make up music./
Predshkolsko dete, 1979, No. 1-2, pp. 71-93.

The author uses examples with methodological guidelines to study the possibilities of musical education and active musical activities of children of very early ages going to the crèche. She discusses the roles of rhythm , melody, possibilities of arrangements of various children´s songs, elementary ensemble singing.

697.POLÁČKOVÁ, J.: Umět si s dětmi zazpívat. /To be able to sing together with the children./
Učitelské noviny, 29, /82/, 1979, No. 6, p. 8.

The author describes a new form of cooperation of nursery school and parents in musical-educational education as established in Varnsdorf. The pedagogical staff of the nursery school have made use of the television programme "The whole family sings" and "We are starting school" and organized singing competitions for children and their parents. These events reflect best the relations and cooperation existing between parents and the nursery school.

698.SLÁMOVÁ, I. - VOTAVOVÁ, J.: Naše zkušenosti z hudební výchovy. /Our experience with musical education./
Predškolská výchova, 33, 1978-79, No. 5, p. 149.

The authors report on their experience with teaching children to play musical melodico-rhythmic instruments that are easy to control. The lessons were preceded by practising rhythm. It was necessary to work individually with the children. Tasks were set up individually, too, according to the children´s skills, so that the children could cope with them.

699.STEFANOVSKAYA, L.: O muzykalno-didakticheskikh igrakh. /On musico-didactic games./
Doshkolnoye vospitaniye, 1979, No. 2, pp. 94-95.

The author reports on her experience with using musico-didactic games, mostly from the book by N.A.Vetlugina "Music in Nursery School". The teachers develop them creatively and find new variations. Didactic games should be used towards the end of a musical education occupation and in the afternoon. After the children have learned the rules, they will play in smaller groups, outdoors in summer. The teachers help to choose and make accessories for these games.

700.SUKHANOVA, L.: Obucheniye ihre na detskikh muzykalnykh instrumentakh. /Teaching to play children's musical instruments./
Doshkolnoye vospitaniye, 1979, No. 9, pp. 85-89.

The programme of educational work requires that children should be taught to play various musical instruments. The author of this article describes in detail the various procedures of work used for groups of the youngest children up to preparatory classes. She mostly uses didactic games to identify the sounds made by individual instruments, rhythm, tone pitch. She describes the first steps of teaching to play the metalophone, later on the zither. In this work she systematically upgraded her demands.
The playing of musical instruments fosters in children love of music, develops their musical

potential and affects the formation of their character traits.

701. VELCHEVA, A.: *Muzikalno-pedagogicheski igri.* /Musico-pedagogical games./
Preduchilishtno vazpitanie, 1979, No. 5, pp. 39-42.

Musico-pedagogical games constitute an important means of musical education in nursery school. They may be used both in musical education sessions and also on various other occasions. The game should take two to five minutes and may be conducted either in a group or with individual children. The author describes various types of these games; their musical component comprises national songs, fragments from typical compositions of well-known composers. Children's first attempts at composing may also assume the form of play /composing a melody on a short and simple text/.

702. VOGLAR, M.: *Muzichko stvaralashtvo predshkolskog detete.* /Musical creativity at preschool age./
Predshkosko dete, 1979, No. 1-2, pp. 51-69.

Children's singing constitutes the main form of such creativity. The author discusses various causes of why children cease singing at the ages of four to five, evaluates the importance of singing and presents methodological guidelines for pedagogueshow to proceed in this field, including a number of practical examples /especially with regard to singing combined with play/.

703. ŽILKA, V.: Dřevěná píšťalka - koníček pro život. /A wooden whistle - a hobby for life./
Estetická výchova, 19, 1978-79, No. 6. p. 151.
2 photographs.

This is a detailed report on Saturday matineés in the Musical Theatre in Prague designed for children aged four to fourteen who come there to learn the essentials of flute playing.

11.2.3 Receptive musical education

704. DZUGASOVÁ, T.: Děti a hudba. /Children and music./
Predškolská výchova, 33, 1978-79, No. 10, p. 298.

The author of this article reports on a concert prepared for a nursery school by a national art school. Individual items were executed, played, danced and recited by the pupils of the musical and dance departments. The experiences from the concert reflected subsequently in all educational components, especially in art and musical education. Children also talked about their deep impressions of the concert at home.

705. SMOCZYŃSKA-NACHTMAN, U.: Zabawy i cwiczenia przy muzyce. /Play and exercise with music./
Warsaw, Ośrodek Metodyki Upowszechnienia Kultury 1978.
Reviewed by: WIEMAN, M.:
Wychowanie w przedszkolu, 1979, No. 1, pp. 51-52.

The reviewer points out that this is a book suitable for instructors working in various public education and school education institutions. She also points out that the author of the book draws upon Carl Orff's method of musical education, which she describes in detail.

706. TÓTH, J.: *Népzenei és műzenei válogatášok.* /Selecting folk and artistic music./
Óvodai Nevelés, 32, 1979, No. 1, pp. 7-9. Bibliography.

The author discusses the effects of music on children's education. The systematic listening to music positively affects personality development. The selection and structure of compositions should be appropriate with respect to children's age. Children should listen to music also outside musical education sessions. A great importance and educational effects are ascribed to the teacher's actual interpretation - singing, playing the violin and the like. The author presents some specific examples from her personal experience.

11.3 Art education

707. DOSTÁLOVÁ, K.: Výtvarná výchova - tvořivá činnost dětí. /Art education - children's creative activities./

Predškolská výchova, 33, 1978-79, No. 12, pp. 343-344.

15 figs.

The author reports on experience with working according to the new Programme of educational work in the crèche and in nursery school. She positively evaluates the integration of two occupations into the morning sessions. She often uses the first occupation as a motivation for the other occupation in art education. All occupations are designed for the children to acquire new knowledge and skills. In art education the child will create and represent on its own what it already knows about the object. The author, a teacher herself, presents several examples of combination and continuity of two occupations: the first occupation /physical training, developing cognition, literary education/, corresponding occupations in art education and photographs of children's drawings concerning the above occupations.

708.GRIGORYEVA, G.: *Igrovyye priyomy v obucheniyu izobrazitelnoy deyatelnosti.* /Play approaches to teaching art activities./

Doshkolnoye vospitaniye, 1979, No. 12, pp. 9-12.

To define the position of play approaches to the system of object and verbal methods constitutes one possibility of specifying preschool education. This is very important especially with respect to the methodology of art activities, for it is very frequently that tendencies appear in this sphere to apply the methods pertaining to school education. Another reason is the specificity itself of the art activities of preschool-age children which are directly linked with play elements.

The author has attempted in her article to define and specify play approaches, to characterize briefly their importance and the specificity of their uses in art education occupations. When defining the main characteristic features of play approaches, it is necessary to bear in mind the specificity of children's play and the specificity of the play element prevailing in children's art activities. It is necessary to make use of the specificity of play when situations "as if" arise. The subject of play in art activities is drawing, constructing and modelling.

A subject-depicting play has been found successful in the middle classes of nursery school. This method is focused on organizing the process of representation. For example, children make houses for animals. The play activity is conducted simultaneously with art activities.

The author further describes other play methods designed to raise the effectiveness of teaching and to develop children's art creativity.

709. KOLÁŘOVÁ, L.: *Etuda pro dvě ruce a topolový list.* /An étude for two hands and a maple leaf./
Predškolská výchova, 34, 1979-80, No. 1, pp. 21-22.
1 photograph.

The author, a teacher, describes games and art activities with shed leaves in autumn.

710. KOMAROVA, T.: *O metodakh obucheniya izobrazitelnoy deyatelnosti.* /On methods designed for teaching art activities./
Doshkolnoye vospitaniye. 1979, No. 4, pp. 36-39.

The author bases her considerations on the classification of methods developed by I.Y.Lerner and N.M. Skatkin /Didaktika sredney shkoly - Secondary School Didactics, Moscow, Prosveshcheniya 1975/, used in secondary school didactics. She confronts the object, verbal and practical methods used in nursery school practice with the latest findings obtained by research into the existing methods of education and teaching.

In art activities children represent objects and processes taking place in the surrounding world, contents of musical or literary works. Educational work is, therefore, focused on the perception and comprehension of their contents. The informative-receptive method /sometimes called explanatory-informative/ means the perusal of objects and pictures from which children may derive mental pictures of objects and processes. The methodology of object-watching is described in detail in the works written by N.P. Sakulina and T.S. Komarova.

It is important to demonstrate an activity first. The child should learn to correctly handle instruments and materials, to control the movements of its hands. How to proceed with the activity is demonstrated to children only in the first occupation; the demonstration of methods the child already knows would restrict its activity and creativeness. It is beneficial to ask of children to think about various alternative methods of work. This will lay foundations for developing creativeness.

The verbal method of learning is used during an occupation /to specify a procedure, a question/ and for analyzing children's works.

Practising may be used for all age categories. The repetition of identical tasks, however, does not bring desired results. It is typical of art activities that the same habits, skills and methods of activities may be practised on the basis of a different motivation.

The heuristic and experimental methods are used to develop creative thinking, phantasy, in independent solving of tasks, looking for alternatives. These are tasks, for example, to represent the topic of a literary work and the like. The age-related specific features of three- to seven-year-old child-

ren require the specification of play approaches to learning. To achieve their successful application, it is necessary to bear in mind some aspects of the correlation between art activities and play /for example, making accessories for games/.
When perfecting the methods and approaches concerning educational and teaching work in nursery school, it is necessary to lay emphasis on its connection with the perfection of the content, forms and organization of the whole process of education and teaching.

711. KREJČOVÁ, J.: Vytváření uvědomělého vztahu k prostředí mateřské školy. /Building up a conscious attitude to the nursery school environment./ Predškolská výchova, 34, 1979-80, No. 2, pp. 45-46. 2 figs.

The child spends the better part of its day in nursery school. It is therefore necessary that the aesthetic quality of the nursery school environment should be high. The author, a teacher, describes how her colleagues and herself changed the decorations of their nursery school which had ceased to be stimulating. They used mostly natural material for the new decorations which they had collected together with the children. The children also took part in devising the decorations. These were the so-called "fairy tales of straw", simple statuettes made of straw and fixed to wood, little dolls made of maize leaves and the like.
The author of this article states that it is an important task of art education to foster in child-

ren a perceptive attitude to works of art and to architecture. The children visited the historical centre of Pardubice, exhibitions of the paintings by Jan Zrzavý and Jaroslav Grus. They surprised their teachers by the intensity of their interest, concentrations and even attempts at an evaluation of what they had seen /what I liked and why/ and at making comparisons /drawing, painting/.

712.PAZUKI, N.: Ispolzovaniye khudozhestvennykh proizvedeniy i illyustrativnogo materiala dlya obogashcheniya predstavleniy detey. /Making use of works of art and illustrations for enriching children's concepts./
Doshkolnoye vospitaniye, 1979, No. 1, pp. 10-13.

The author, a teacher, reports on her experience with getting children acquainted with works of art to develop their knowledge, abilities to express their impressions through drawing and colour. She illustrates her year-long work with a description how she made use of works of art to get the children acquainted with natural processes, with the characteristic features of the year's seasons. She chose the reproductions of Russian and Soviet painters who had depicted the nature in Russia in their paintings. She gradually acquainted the children with works expressing the mood of individual seasons, she discussed them with the children. This was followed by a discussion meeting on the phenomena and processes taking place in individual seasons, the children were set up the task to express by drawing and especially by colour the respective mood. Use was also made of literary forms: verse, stories, popular sayings, puzzles related to individual seasons. These methods of work help to develop in children the abilities of analyzing, generalizing and making conclusions. They also develop their sense of aesthetics.

713.ŠAŠINKOVÁ, E.: *K nové koncepci výtvarné výchovy.*
/On the new concept of art education./
Predškolská výchova, 34, 1979-80, No. 1, pp. 15-20.

The new concept of art education lays emphasis on creativity. The teacher´s pedagogical guidance lies in reinforcing and enriching children´s concepts and experiences outside the sphere of art, through observations during walks, experiencing events taking place at school and in the family, reading, watching television and the like. The objective of pedagogical efforts should be a creation corresponding to a particular age, reflecting the child´s attitude to artistic modes and its content. It should also reflect the extensiveness of the child´s concepts. The higher the quality and specificity of children´s concepts, the more complete the representation will be; the more children draw, the more their concepts will develop and the higher their quality will become, which will positively affect the development of cognitive processes.

The art education curriculum allows various alternatives of planning. The author of this article presents some tasks for art education arranged in a specific sequence /from three to six years of age/. The age limit cannot be defined strictly, it will depend on the level of the children´s group and on the teacher who herself will have to judge not only the creative potential of the group, but also the group´s maturity in the field of concepts. The author further describes the tasks and topics designed for individual activities /drawing, painting, modelling, area and spatial arranging and constructing/.

714.ZANKOV, O.: Vrazkata mezhdu risuvaneto, aplikiraneto i modeliraneto v detskata gradina. /The relationships between drawing, application and modelling in nursery school./
Preduchilishtno vazpitanie, 1979, No. 5, pp. 9-14.

Art activities enrich children´s abstract concepts, develop their creative thinking, memory, skills of observation and the like. The author analyzes in detail the mutual relationships existing between individual forms of art education. He stresses that it is necessary to alternate drawing, application and modelling, to use different materials, different work techniques and to choose suitable subjects.

11.3.1 Artistic expression

715. NARDINI, M.: K fylogenezi výtvarné tvořivosti. /On the phylogenesis of art creativity./
Estetická výchova, 19, 1978-79, No. 7, pp. 191-192.
10 refs.

The study deals with the principles of art creativity including the questions of its phylogenesis. The author of this paper, an Italian scholarship student, reads the theory of art education with Professor J. Uždil. She intensively studies the phenomena of "primate creativity" and confronts them with the behaviour of mentally backward or deprived children. The article is a valuable contribution for those readers who study artistic expression in the broader context of psychology, physiology, etc.

716. ÖDMAN, M.: Teckningar är ett språk som är begripligt över hela världen. /A child's drawing - a common language all over the world./
Förskolan, 62, 1979, No. 6, p. 26.

The book by Maj Ödman and Ana Lisa Kålvesten: Barn i 5 länder tecknar och tänker, mentioned in this article, contains the drawings made by one thousand children from five countries. The drawings demonstrate the children's cultural backgrounds and the degree of their maturity. Children's drawings should provoke adults into considering whether the child lives in a favourable and stimulating environment, for this environment reflects directly and unmistakably in the child´s entire thinking, i.e. also in its drawings.

717. PROKOVÁ, V.: Niekol´ko poznámok k realizácii výtvarnej výchovy. /Some comments on the implementation of art education./

Predškolská výchova, 34, 1979-80, No. 2, pp. 40-41.

1 photograph.

This is an excerpt from a pedagogical reading focused on developing creativity in art education. If the child is to feel joy of creation and of accomplished work, it should get a chance to acquire knowledge and experience, either on its own or conveyed by the teacher. Children´s cognition is also extended through play and toys. Natural material is very valuable. Children use it in play and thus obtain experience with its properties. Children should be provided with opportunities for art activities, various materials should be made available to them, as well as toys. Art education does not only mean the practising of skills and habits, but also an all-round development of a child´s personality.

718.UŽDIL, J.: Čáry, klikyháky, panáci a auta.
/Lines, doodles, figures and cars./ Second edition.
Prague, SPN 1978, 119 pages.
Reviewed in: Estetická výchova, 19, 1978-79,
No. 3, p. 80.

The book presents a synthetic picture of children's artistic expression. It is based on solid scientific foundations and latest research, as well as on the author's own experiments and his knowledge of children's psyche. The author of the book has developed this challenging problem in such as way that his book can serve as a useful aid not only for specialists, art education teachers and children's educators in general, but also parents who are interested in getting a better insight into the art activities of their children.

719.UŽDIL, J.: Dětskost, výchova a estetická hodnota.
/Childhood, education and aesthetic value./
Estetická výchova, 19, 1978-79, Nos.1-10.
20 figs.

The introductory study to the new series is devoted to the analysis of children's art activities. The author discusses in it the main criteria used in our evaluation of the achievements of children's art activities. The inner comprehension of the content of the "work of art", age authenticity, genuineness, intensity of experience which in most cases forms the mental background of a creation, these are probably the most serious questions underlining the form of the creation itself. A child´s creativity and sensibility for colour, area, lines, shapes and their correlations should always be considered in relation with the form of the creation itself. A sensitive attitude to artistic materials and their adequate use will be influenced by the teacher, not so much by words, but rather by his or her interest, appreciation of an accomplished creation and, naturally, by what works of art he or she will demonstrate to children and what in these works of art will be highlighted by the teacher. The author of this article asserts that it is not true that original children´s creations may be accomplished in the absence of a pedagogical guidance rather than in its presence . A child´s original creation does depend on pedagogical guidance, the extent of which, after all, does constitute both a criterion and a primary prerequisite for children´s independence or the so-called spontaneity. Both these principles /guidance and independence/ make up a dialectical unity, they mutually determine one another. Without encouragement, appreciation, without a planned "material supply", without a motivating dialogue and pedagogical bonds to other children at school and out of it, the so-called spontaneity would enter a vicious circle as early as nursery school and children´s art production would gradually degenerate.

Each issue of the journal in this volume contains pictorial supplements with examples of children's paintings.

11.3.2 Artistic activities

720. BODE, U.: "Wie ich einmal krank war." /How I was ill once./

Spielen und lernen, 12, 1979, No. 3, pp. 24-26.
7 figs.

This is an analysis of three thousand children's works dealing with the subject of "How I was ill", entries of a competition declared in the year 1978. The children's works were evaluated not only from the artistic point of view, but also from the angle of their emotional content and conveyance of experiences from a hospital environment. The results of this analysis will be used to raise the standards of work in children's hospital wards.

721. TCHERNYSHEVA, A.: Metodicheskiye rekomendatsii po ispolzovaniyu oborudovaniya i materialov na zanyatiyakh po konstruirovaniyu i ruchnomu trudu. /Methodological guidelines for using equipment and materials in handicraft and construction occupations./

Doshkolnoye vospitaniye, 1979, No. 2, pp. 15-24.
12 figs.

The author describes materials used in construction occupations: construction sets, paper of various dimensions and qualities, waste material, natural material. She includes a brief methodological instruction how to handle each material. She further describes how to put away the tools the children use in these occupations to make it possible for them to come and pick them up on their own, such as accessories for sticking, cutting-out, sewing, wood-working tools, etc.

722 DĚLČEVA , T.: Konštrukčná tvorivost detí.
/Children's constructive creativity./
Predškolská výchova, 34, 1979-80, No. 3, pp. 65-68.

In constructive-technical activities conducted by children their spatial concepts are formed, their thinking and imaginativeness are developed, skills are built up which constitute the foundations for creative human work.
The following stages take place in the development of children's constructive activities:
1/ creative behaviour in relation to the model construction, 2/ creative behaviour in constructing, 3/ creative constructing of the model in general. As a result of the educational influence of nursery school, there appear tendencies of a transition from the random and the arbitrary to a justified and logically grounded combination of concepts. Children of early and preschool ages usually omit some typical signs, their models are schematic. Gradually, with acquiring experience, children apply in their creative activities a higher number of components and signs and they represent the reality more truthfully and completely in the models they

construct. The children's works manifest a greater diversity and extensiveness of details, the children show an increasing interest in constructing objects they come across.

723. FRINDTOVÁ, E.: Nové prvky výtvarnej výchovy v materskej škole. /New elements of art education in nursery school./
Estetická výchova, 19, 1978.79, No. 4, pp. 108-109.
4 figs.

The author of this article discusses the importance and content of the implementation of the new concept of art education in nursery school. The dominant characteristic of the new concept is the general encouragement given to spontaneity and creativeness. The new concept gives children a chance for creative activities not only in such traditional techniques, such as painting, drawing and modelling, but also in play with creative material, natural material, working tools. Children will also get opportunities for constructing, applying various combinations and modifying principal techniques.

724. GOMOZOVA, S.: Konstruirovaniye iz prirodnogo materiala. /Constructing from natural material./
Doshkolnoye vospitaniye, 1979, No. 3, pp. 16-19.
Continued.
10 figs.

The pedagogical staff of the pedagogical school in Mogilev in cooperation with nursery schools in this town have focused their attention on the methodology of constructing from natural material, both during occupations and at the time reserved for activities according to the children's own choice. The creations from natural material represent the external signs of objects in a generalized form. Work with natural material develops creative abilities in children, extends their knowledge of nature. Children learn various properties of materials, learn how to work materials and acquire technical skills.

The author mentions an example of a plan of work with natural material for five-year-old children. The plan defines the task, suitable subjects, material and methodological guidelines.

725. GOMOZOVA, S.: Konstruirovaniye iz prirodnogo materiala. /Constructing from natural material./
Doshkolnoye vospitaniye, 1979, No. 4, pp. 20-24.
Finished.
13 figs.

The curriculum of educational work in older children classes prescribes 12 occupations in constructing, out of which two to three are recommended to use natural material. As regards preparatory classes, work with natural material is recommended twice in every school year's quarter. The author further describes the contents of occupations using natural material, subjects corresponding to the material available in individual yeer's seasons and guidelines for material collection.

726. KLIMENKO, G.: Zanyatiya po izobrazitelnoy deyatelnosti. /Occupations in creative activities./ Doshkolnoye vospitaniye, 1979, No. 3, pp. 20-22.

The author reports on experience with working in classes for three-year-old children. Children show interest in drawing very early. It is not possible to make identical demands on all three-year-old children in drawing. For that reason, the author, a teacher, divided children into two groups at the beginning of the school year. Their composition changed according to how individual children acquired necessary skills. At first, children got acquainted with the materials they had available. Noticeable changes took place in the second half of the school year. The children's drawings showed a specific content. The teacher describes the play approaches she used to encourage the children in drawing. When modelling, it is easier for children to represent the real likeness of an object. This inspires them to play with their own creations /airplanes, cars/.

At the time when children occupy themselves according to their own choice, they practise and reinforce the skills acquired in occupations.

727. LAZAR, T.: *Vzaimosvyaz vsekh vidov pisovaniya kak usloviye uspeshnogo ovladeniya deyatelnostyu.*
/Coordination of individual forms of drawing as a prerequisite for the successful learning of the activity./
Doshkolnoye vospitaniye, 1979, No. 2, pp. 41-43.

All forms of children's activities are focused on a single objective - an all-round development of a child's personality. Their effectivity relies on how systematically and continuously they are conducted. The curriculum of educational work sets up requirements placed on object-oriented, topic-oriented and decorative drawing. The author presents a system of occupations in drawing oriented on an all-round development of children's creative skills. An analysis of the section on "Drawing" in the curriculum of educational work designed for older children has confirmed that all tasks may be divided into two types: representative and technical. Some tasks in representation are typical of a specific form of drawing, for example, object-oriented, others are typical of topic-oriented or decorative drawing, or some are common to all three types.

The author describes three main "lines of orientation" used by him in teaching children to draw:
1/ representation of the shape of an object and the proportion in sizes of its individual parts;
2/ composition of the drawing, representation of spatial relationships; 3/ colours and their mutual relationships.

The systematic and continuous approach is implemented under the following conditions:
1/ the habits and skills children have acquired in occupations according to one line of orientation are reinforced in occupations according to the other lines of orientation,
2/ a one-line orientation is determined by the other lines´objectives,
3/ teaching proceeds from the simple to the more complex,
4/ the content of an occupation is defined with respect to seasonal changes in nature,
5/ the content of an occupation is based on realistic material the child often comes across and which is interesting for the child.
The author further presents some detailed methodological guidelines.

728. MRÁZOVÁ, M.: Umění a výchova nejmenších.
/Art and education of the youngest./
Estetická výchova, 19, 1978-79, No. 5, pp. 138-139.
6 figs.

The author of this article presents to readers some experience and findings obtained in the field of art education in nursery school. Well-planned preparation, the teacher´s involvement, a sensitive guidance of children throughout the nursery school educational routine will make it possible to implement successfully a number of seemingly difficult tasks as defined in the new programme of educational work in nursery school.

729. NERSESOVA, O.: *Aplikatsya v sredney gruppe.*
/Appliqué in the middle-age class./
Doshkolnoye vospitaniye, 1979, No. 2, pp. 27-30.

Around the child's fifth year of age the stock of its concepts and impressions, skills and knowledge increases; it starts controlling the fine muscles of the hand consciously. All this enables to change qualitatively the character of appliqué occupations in the middle-age class. Children learn to handle scissors and acquire a new method of representing their surroundings. Simultaneously, art education occupations also tackle various questions of an aesthetic nature, of developing cognition and moral education. Children not only acquire knowledge, but they learn to apply it purposefully in practical activities. It is important to teach children to observe. The teacher will ask the children questions about the shape, structure, colour, size and various details of objects. The children will gradually learn to identify characteristic features, important for appliqué work.
The author further mentions some topics suitable for appliqué work and the synopsis of an occupation related to the topic of "A doughnut sits on Granny's windowsill".

730. POPEK, S.: Analiza psychologiczna twórczości plastycznej dzieci i młodziezy. /A psychological analysis of children s and adolescents art education./

Warsaw, Wydawnictwo Szkolne i Pedagogiczne 1978.

Reviewed by: WIEMAN, M.

Wychowanie w przedszkolu, 1979, No. 1, pp. 46-51.

The reviewer appreciates highly the book written by a scientific worker to analyze problems related to the development of children´s skills and simultaneously the development of their personality through independent creation.

731. SURANOVÁ, M.: Konštruovanie. /Constructing./

Predškolská výchova, 33, 1978-79, No. 11, suppl.

3 photographs.

The author, teacher in a nursery school in Modrá, reports on her personal experience. When the children had accomplished their emotional and intellectual preparation and had sufficient technical experience and skills to work with different materials, the teacher suggested to them to build the town of Modrá. She gave them various boxes for combination so that they could build different houses. She had also prepared accessories, such as roofs, windows, decoration details of old houses, etc. The children then placed the finished products on the floor to make their "streets" look like the real ones. The occupation was accomplished, but the children´s interest persisted and they continued constructing at the time reserved for activities according to their own choice.

732. VORONKOVA, T.: Stroitelno-konstruktivnyye igry.
/Building-constructive games./
Doshkolnoye vospitaniye, 1979, No. 6, pp. 27-28.
2 photographs.

Constructing affects the development of intellectual abilities, phantasy, initiative, will, perseverance, observability. The author, a teacher, suggests how to proceed in developing games using building materials in the middle-age class. At first, it was necessary to teach the children to make use of their structures for creative games. Thus the children themselves decided the purpose of their buildings. The teachers guided the children to observing various buildings /for example, a well-built house/ with the aim of representing them in their structures, to make them more diverse and to develop their games. The children were also asked to plan independently their procedures used in their building activities, to apply their creativity and phantasy.

733. ZANKOV, O.: Metalnoto folio v dekorativnata deynost na detsata. /A metal foil in children's decorative activities./

Preduchilishtno vazpitanie, 1979, No. 10, pp. 6-11.

Work with a metal foil is interesting and appealing for children. It can be used in modelling and decorative drawing. On the basis of his own experience the author presents methodological guidelines how to prepare children for this kind of work, including a number of specific examples.

11.3.3 Receptive art education

734. FROL, H.: Čeští ilustrátoři dětem. /Czech illustrators to children./

Zlatý máj, 23, 1979, No. 6, pp. 352-355.
4 photographs.

This is a detailed report on an exhibition of illustrations organized on the occasion of the International Year of the Child by the Association of Czech Creative Artists on the exhibition premises in Mánes in April-June 1979. Over a hundred Czech illustrators were introduced to the public.

735.HOLEŠOVSKÝ, F.: Výtvarník v současné dětské knize. /A creative artist in the contemporary book for children./
Zlatý máj, 23, 1979, No. 1, pp. 24-27.
2 photographs.

The article is not a conventional review, for it goes to a much greater depth in characterizing the book written by the Soviet art historian, Ella Gankina, "A Creative Artist in the Contemporary Book for Children". The book deals with the problem of illustrations in children's books. It contains a very extensive and specific dictionary of illustrators including all the artists mentioned by the author in her book /altogether 114 name entries/. An important component of the book is a continuous sequence of black and white and colour reproductions, of exclusively rectangular sizes, 190 in number.

736.NORDHOFF, I.: Sind diese Bilder Kindern zumutbar? /Are these pictures unsuitable for children?/
Spielen und lernen, 12, 1979, No. 2, pp. 22-23.
6 photographs.

The author wonders whether some, today commonly reproduced pictures in newspapers and magazines, are suitable for children. These are not only pictures which are unsuitable without any doubt /sexual subjects/, but also common photographs covering road accidents, natural catastrophes, military clashes, animal killings, etc. These subjects used to be hidden from children in the past, but cannot be avoided with the present-day spread of mass communication media. The author points out that the specific children's "realism" may be able to accept these facts without consequences, however, undesirable imaginativeness, even trauma may develop in the child.

737. URBLÍKOVÁ, A.: Pred siedmym BIB. /Before the seventh BIB./
Zlatý máj, 23, 1979, No. 6, pp. 336-339.
4 photographs.

This is a detailed report on the preparations of the Biennial of Illustrations Bratislava 1979. The author also briefly recapitulates the history of this important exhibition of illustrative creation.

738. VELEK, J.: Jirka Trnka z Malé Strany. /Jirka Trnka of the Lesser Town./
Domov, 1979, No. 2, p. 31.
5 photographs, 1 fig.

The author presents in his article in an unconventional manner the life story of the talented creative artist, Jiří Trnka and refers to his all-round talent which was first put to use in the House of Pioneers and Youth in Prague, developed while he was serving in the army, later in the Theatre in the Neruda Street and continued to develop further both in his family and at his workplace. Jiří Trnka transforms simple objects such as wooden kitchen spoons into beautiful, simple and clever toys. He uses wooden cubes to make folding toys /cars/ which stimulate children's phantasy and enable to child to create on its own and continuously modify these variable toys.

11.4 Literary education

739. ALEKSIEVA, S.: *Izpolzuvane na razlichnite izkustva pri zapoznavane s literaturna tvorba.* /Making use of various art forms in getting children acquainted with a literary work./

Preduchilishtno vazpitanie, 1979, No. 3, pp. 8-13.

2 refs.

The author states that the effects of a literary work are stronger if other art forms are also used in its analysis, such as a theatre performance, creative arts /illustrations, slides, films/, music, etc. The author deals with the question of selection of literary works /especially fairy tales and poems/, suggests how to make use of them, methods of analyzing them and possibilities of using other art forms when working with literature.

740. ASZÓDI, É.: *A könyv hatása a gyermek személyiségécek alakulására.* /How books affect the development of a child´s personality./

Óvodai Nevelés, 32, 1979, No. 2, pp. 44-48.

The author describes the historical development of attitudes to the child at the beginning of this century and compares it with attitudes to children after the Second World War. He discusses the importance of literature in the process of forming a child´s psyche. Man´s mental harmony is determined by his activities. The author further discusses individual forms of children's literature, such as poems, stories, fairy tales, etc., including also their analysis and interpretation.

741. BOGOMOLOVA, M.: Literatura kak sredstvo internatsionalnogo vospitaniya. /Literature as a means of internationalist education./
Doshkolnoye vospitaniye, 1979, No. 11, pp. 6-10.
2 photographs.

Preschool-age children are also able to apprehend stories acquainting them with the ways of life of various nations, especially those of children. These stories encourage in children interest in developments in other Union republics, enhance their positive attitudes. Such reading should be supplemented with object aids, such as pictures, paintings, postcards of individual places and regions, national costumes, etc. The author also recommends to use dolls dressed in national constumes. Reading should be organized so as to incite the children into wanting to know as much as possible, feeling the need of reflecting the text read to them in their various activities, especially in play.
In conclusion, the author mentions recommended literature for children and two stories to which she has attached methodological guidelines.

742 BOULAY, L.: Espaces du conte. /The spaces of the fairy tale./

L'école maternelle française, 1979,

No. 1, pp. 3-7.
No. 2, pp. 11-13.
No. 3, pp. 9-12.
No. 4, pp. 10-14.
No. 5, pp. 11-14.
No. 6, pp. 10-14.
No. 7, pp. 9-12.
No. 8, pp. 7-10.
No. 9, pp. 4-10.

In a series of articles devoted to the narration of fairy tales the author has attempted to draw the attention of nursery school teachers to the selection of fairy tales, methods of recitation and their effects on the child; she pays most attention to the effects of narration on phantasy and language.
The first three issues carry fairy tales supplemented with a commentary analyzing the text, both from the factual and formal points of view. From the fourth to the ninth issues the series of article continues under the title Narration in a Mirror. Each issue presents the work of some modern painter, its reduced black-and-white reproduction. The accompanying text contains various statements about the paintings obtained from adults and children. The statements made by both the adults and the children are compared in commentaries which are focused on comparisons of differences in phantasy and signs of the structure of narration. On the basis of these characteristics the author derives conclusions for pedagogical uses.

743.BUČEKOVÁ, M.: Formy a metódy práce s rozprávkou.
/Forms and methods of work with the fairy tale./
Predškolská výchova, 33, 1978-79, No. 11, pp. 307-309.
2 figs.

The author, a teacher, illustrates on examples how she guides children to understand correctly the content and moral of a fairy tale. After a fairy tale has been read to the children, they ask a lot of questions, want to know why something happened as it did and not otherwise. They are anxious to express their consent, pleasure or disgust. They begin to differentiate and meditate what could happen in real life and what happens only in a fairy tale. When the children learn a fairy tale well, the teacher asks them questions about how there could be a different ending to the fairy tale, how the ending could be happier, etc. She uses these methods to develop the children's thinking, affections and phantasy. She believes such activation of children constitutes new forms of work in literary education.

744. BUKOVSKÁ, A.: O úlohách literárnej výchovy.
/Concerning the tasks of literary education./
Predškolská výchova, 33, 1978-79, No. 11, pp. 306-307
1 photograph.

The author, a teacher, reports on her personal experience. Literary education implemented according to the new programme of educational work facilitates to encourage on a broader scale children's development in the sphere of affections. She herself chooses a literary work according to when and under what circumstances she will acquaint the children with it. She asks the children to express their impressions of the literary work through words, locomotion, creative efforts and also through a spontaneous imitation of its characters, especially in play. She tries to combine literary education with other components of aesthetic education to foster in the children a perceptive attitude to literary art in combination with perception of music and creative art. Graduation in literary education is as necessary as in the other educational components. At first, children should be introduced to the world of fairy tales by means of pictures combined with a simple literary text; they also learn how to use a book. Gradually, children will perceive other texts and the range of their literary heroes and characters will extend. The article is supplemented with practical examples.

745. DMITRIYEVA, Ye.: *Osobennosti chteniya skazok o zhivotnykh.* /The characteristics of reading to children fairy tales about animals./

Doshkolnoye vospitaniye, 1979, No. 3, pp. 9-12.

Fairy tales about animals date back to the very far past. Their content is brief, simple, apprehensible to children. They contain an anti-thesis, conflict between the good and the evil. The plot develops quickly, it has a happy ending. Animals assume human qualities, they act as human beings. These characteristics also require a corresponding method of narration.

The author of this article uses the analysis of the fairy tale "The Rabbit's House" to illustrate the characteristic features of the fairy tale and to suggests some guidelines for a correct recitation.

746. GLENTOW, G.: *Barn behöver sagor.* /The child needs fairy tales./

Förskolan, *62.* 1979, No. 10, pp. 11-12.

1 fig., 1 photograph.

This is a polemic with the theory that fairy tales foster in children unrealistic concepts; the author puts forward reasons opposing the above theory, such as the diversity of children's thinking and the child's natural sense of beauty, mystique, victory of the good over the evil and the simpleness of typology. Through fairy tales the child learns its surrounding world and its diversity. The author further analyzes a Norse fairy tale similar to the Hänsel and Gretchen fairy tale.

747. HEŘMAN, Z.: Knížka pro rodiče. /A book for parents./

Zlatý máj, 23, 1979, No. 2, p. 124.

The author reports in detail on a publication entitled "A Book for Parents on Children and Reading", by Miluše Havlínová. It is a psychologically well-grounded interpretation of the problem of children´s reading. The author, however, does not analyze the problem from a specialist point of view, rather she directs her book at the broadest readers´ public and formulates requirements in a simple and apprehensible manner.

748. HLATKÁ, L.; Ako oboznamujeme deti s knihou a so spisovatel mi pred vstupom do základnej školy. /Getting children acquainted with the book and authors before they start going to school./

Predškolská výchova, 33, 1978-79, No. 11, pp. 310-311. 1 photograph.

The author, a teacher, reports on her experiense with opening a readers´ corner, where in addition to books for children are also the photographs of those children´s books with which the children are being acquainted. She also mentions those literary works which she has found most successful in work with children.

749. JAKUBCOVÁ, K.: Vynášení smrtky, vítání jara. /Taking out Morana, the death symbol, welcoming the Spring./

Predškolská výchova, 33, 1978-79, No. 7, suppl. 3 photographs.

The author, a teacher, describes how, by using various literary genres, she acquainted children with the popular tradition of taking out Morana, the death symbol, and of welcoming the Spring.

750. KUBÁLEK, V.: Dítě a jeho tvořivost. /The child and its creativity./

Zlatý máj, 23, 1979, No. 9, pp. 556-560.
No.10, pp. 610-614.

The study deals with the problem of hobby activities of children and adolescents in the field of art. The best contribution of hobby activities is the fact that they foster in children active attitudes, creativity. An active attitude to life should be systematically fostered and reinforced in the child from early childhood, for there exist a number of factors in the society dampening active attitudes. Often it is even school education that lacks this activating approach. School has yet to become the workshop of education and teaching; for the time being it just conveys information. It is up to adults - pedagogues, Young Pioneer leaders and others to encourage children's hobby activities and to see to it that they should not be deprived of creativity which constitutes the best educational asset. The author further presents data summarizing and assessing children's hobby activities in the field of verbal expression /recitation, theatre, puppet theatre/.

751. LYUBIMOVA, N.: *Vospitaniye lyubvi k poezii.* /Educating to love of poetry./
Doshkolnoye vospitaniye, 1979, No. 1, pp. 13-16.

The author, a teacher, reports on her experience with working in senior children's classes. The children demonstrated interest in books, yet their attitudes to individual literary genres differed. They differentiated between verses and prose, however they did not see in verses a chance of expressing their ideas and desires in the same way as in a story. The prime prerequisite for success is the attitude of the educator himself or herself to poetry. He or she must be able to establish the right classroom climate for listening to poetry. Sometimes it is sufficient if the teacher brings a bunch of flowers before introducing to the children verses about spring, a short story, a musical melody, an observation of natural processes. On other occasions the teacher simultaneously acquainted the children with the poems by two authors on an identical subject. The children noticed the differences in expression and were given the choice of deciding for themselves which poem they wanted to learn.
When teaching to learn poems by rote the teacher demonstrated first how to correctly recite and

discussed with the children what places she had emphasized, where she had made a pause, etc.

752. MOTYKA, K.: Přednes - forma přiblížení a pochopení díla. /Recitation - a form of making a literary work accessible and apprehensible to children./
Predškolská výchova, 33, 1978-79, No. 9, pp. 261-263.

The implementation of the objectives of literary education also involves the recitation of literary texts by the teacher. It should respect the principles of distinctness /especially dynamic modulation, melody, pause, pace and phrasing/ and the rules of literary language pronunciation. This is why the theory of recitation lays emphasis on its preparation comprising a study of the text, both of its content and form, as well as an identification of adequate sound means of the language. The author of this article uses the example of several texts written by M. Florian to present some methodological guidelines for artistic recitation.

753. ONDRUŠKOVÁ, M.: Využitie rozprávky vo viacerých výchovných zložkách. /Making use of the fairy tale in several educational components./
Predškolská výchova, 33, 1978-79, No. 7, pp. 203-204.

The author, a teacher, describes how she made use of F. Hrubín's book "Seven Fairy Tales Twice" for education through literature. The children learned the differences between rhyming and simple language, they realised that not a single word could be omitted from a rhyming tale, they studied the rhymes and structure of a fairy tale.

754. RATYŃSKA, H.: Ksiazka w pracy z dziecmi piecioletnimi. /The book in work with five-year-old children./
Wychowanie w przedszkolu, 1979, No. 2, pp. 86-92.

According to the author, the teaching of reading in nursery school requires to look for appropriate methods. She demonstrates that many countries pay a considerable attention to these methods, such as methods used to stretch children's vocabulary, correct formulating, developing rhyming speech and building up a positive, emotional attitude to the book.

755. HAVLÍNOVÁ, M.: Knížka pro rodiče o dětech a čtení. /A book for parents on children and reading./
Prague, Albatros 1978. 84 pages.
Reviewed by: Tučná, H. - Genčiová, M.
Zlatý máj, 23, 1979, No. 6, pp. 372-374.

The author discusses children's education to reading. She has chosen the form of amusing dialogue to guide parents to prepare themselves from their child's birth for the mission of a mediator between the child and the book. The author stresses the necessity of building up the reading habit by means of play which constitutes the most natural means in this respect for children of early ages. The author also presents in her book some advice and specific examples to demonstrate in an easy and apprehensible way requirements for the cognitive, educational and aesthetic effects of reading.

756. ZAJAC, P.: Tvorba literárného vedomia dieťaťa.
/The building up of the child's literary consciousness./
Zlatý máj, 23, 1979, No. 3, p. 13, pp. 131-138.
12 refs.

In his reflexion the author suggests to classify three receptive stages in the child's development: the phase of pre-literary consciousness, the phase of building up literary consciousness and the phase of building up literary education. These three stages correspond to the individual stages of the child's mental development. The sensomotor stage /up to 18 months of age/, the stage of origination of imitating symbolic functions, games and iconic signs /up to approximately two and a half years/ is linked with the phase of pre-literary consciousness. The origination of speech /two to four years/ as a system of signs is linked with literary consciousness and it is only towards the end of the formation of specific thought operations /around seven years of age/ that literary education begins to function as a target-oriented system.

757. ZUBALIY, N.: Vospriyatiye stikhotvoreniy o prirode. /Perceiving poems about nature./

Doshkolnoye vospitaniye, 1979, No. 1, pp. 16-17.

Nursery school teachers decided to investigate how children perceived verses about nature to process the results to be able to conduct in a planned manner the educational and teaching process. They had selected five poems with contents and forms apprehensible to six-year-old children and asked the children whether they had liked the poem and why. They recorded 175 answers and evaluated them. Most children /89,6%/ had liked the poems. This was confirmed not only by their answers, but also their interest in listening to the poems again. The children's positive attitudes to poems about nature were mostly influenced by their own experience, experience mediated by adults either through reading or narration. The children that had not liked the poems were not able to express by words what they felt; another groups of children had not grasped the contents of the poems.

11.5 Literature for children

758. BARTO, A.: *Mir detyam vsyey zemli.* /Peace to children all over the world./
Doshkolnoye vospitaniye, 1979, No. 7, pp. 8-9.
1 photograph.

This is an abbreviated paper as delivered at the international meeting of writers , creative artists and public organizations workers organized on the occasion of the International Year of the Child in Moscow. In the last decade, over two milliard books have been published by Detskaya Literatura and another 500 million books for children have been published by the other publishing houses of the U.S.S.R. One of the marked features of the Soviet book for children is the courage with which authors acquaint even the youngest readers with contemporary subjects. Foundations in this respect had been laid by Gorki and Mayakovski. Mayakovski was the first to introduce social orientation into the children's literature; as early as the 1930's, Gorki had developed a list of subjects recommended for representation in children's books. It concerned various spheres of nature, science, moral and civic education. Gorki also asked that an amusing form of dialogue should be used in communicating with children. The subjects suggested by Gorki had given rise to various literary genres: historical books, historico-revolutionary, scientifico-artistic, educative, phantastic and adventurous genres.

Poetry plays a very important role in children's education. Its principal content is man's love of nature. Poems of a high artistic value have been created by poets of all the nationalities living in the U.S.S.R.

One of the basic problems of children's literature is its topicality and orientation into the future. There appear subjects such as the exploration of space, of the North Pole, etc. Yearly the Week of Children's Literature is organized, where children meet together with authors. The children's response constitutes a significant criterion for the author. The contemporary author should feel it an obligation to educate children into conscious humanitarians, passionate peace workers, patriots and internationalists.

759.BEGAK, B.: Laskavoye slovo poeta. /The poet's kind words./

Doshkolnoye vospitaniye, 1979, No. 2, pp. 52-54.

The author of this article reports on the works written by the Ukrainian poet Natalya Lvovna Zabilova. Her creation is especially devoted to preschool-age children. She has written around 150 books, translated Pushkin's fairy tales into the Ukrainian language. She has been active for many years in the Ukrainian writers' organization, cooperated with magazines for youth, with the Ukrainian publishing house for children. Her works have been translated into several foreign languages.

760.BEGAK, B.: Malenkiye rasskazy velikogo pedagoga.
/Small stories of a big pedagogue./
Doshkolnoye vospitaniye, 1979, No. 5, pp. 44-47.
1 photograph.

This is an evaluation of the work of K.D. Ushinski. His stories published in the books "The Children's Year" and "The Native Word" are mostly of a cognitive character, yet they are not didactic. Ushinski wrote these stories in literary language and with a knowledge of children's psychology. The child is usually the main character of his stories. They reflect the ways of children's thinking, their contents affect positively children's emotions. K.D. Ushinski's literary tradition also influences the contemporary creation for children.

761.BENEY, Z.: Mit ad a vers a kisgyermeknek. /How does a child benefit from a poem?/
Óvodai Nevelés, 32, 1979, No. 3, pp. 82-84.

This is the analysis of a poem. The author enumerates its aesthetic values and compares them with the child's mental world. There exist differences between adults' and children's perception of a poem. The need of rhyming verses and poems appears as a physiological need, for they affect the emotional and intellectual development. The author also discusses the criteria of a good poem. The author has attempted to find the answer to the question what are the benefits of a poem in addition to art recognition and receiving the first lesson in emotional cultivation.

762. BUCH - Partner des Kindes. /The book - the child's partner./

Wien Ravensburg, TR-Verlagsunion 1979, 220 pages. Reviewed in: Der Schweizerische Kindergarten, 69, 1979, No. 4, pp. 208-209.

This is a publication about books for children under eight. Following are the titles of its individual chapters: Why do children need books, The initial instruction from pictorial books, Some contemporary problems of pictorial books, Are fairy tales still topical? Games with words and with phantasy, Illustrations in children's books, Comics and what they can offer, Children's books - the road to reading.

763. Finský institut pro dětskou literaturu. /The Finnish institute for children's literature./

Zlatý máj, 23, 1979, No. 5, p. 316.

The Institute for children's literature was founded in Tampere in Finnland in May 1978 on the initiative of the Finnish section of IBBY. Its main objective is to process a library with 11.000 volumes, to coordinate activities in the literary, publishing, research and information fields.

764.FRYCIE, S.: Współczesna ksiazka dla najmłodszych odbiorców /1945-1970/. /The contemporary book for the youngest readers./
Wychowanie w przedszkolu, 1979, No. 4, pp. 171-177.

This is an attempt at analyzing the post-war Polish literature for children. The author especially recalls some successful editions which have met with an extraordinarily extensive response. He evaluates the merits of individual publishing houses. He also mentions the problem of illustrations and graphic arrangement .

765.GETMANOVA, O.: Chitatelya vospityvayet "Malysh". /Readers are educated by"The Young One".
Doshkolnoye vospitaniye, 1979, No. 12, pp. 68-69.

The author reports on the activities of the publishing house "Malysh" /The Young One/ publishing books for preschool and junior school age children. The publishing house has six editorial offices; the oldest is the office of artistic literature, preparing for publication works of the classical and Soviet literature as well as those of foreign authors.

Another type of books designed mostly for preschool-age children are books-toys, books-puzzles, books with movable details. Each of these books carries a brief instruction and recommendation as to the child's age. The publishing house also publishes printed table games and cut-out sheets.

Historical books are designed for school-going-age children.

Well-known authors and creative artists have cooperated and still cooperate with the publishing house, for example Marshak, Chukovskiy, Bartova and others.

766.HEGAR, M.: O funkci ilustrace v dětské knize.
/On the function of illustration in children's books./
Estetická výchova, 19, 1978-79, No. 5, pp. 115-116.
No. 6, pp. 144-145.
8 figs.

The paper is an inspiring contribution to those who deal with illustration practically or theoretically, but also for pedagogues who use it in their work. The author, taking into account the attributes of individual children's age categories, characterizes varioustypes of books and helpfully defines the extent and methods of their illustrations.

767.HOLEŠOVSKÝ, F.: Dušan Kállay's Second Golden Apple.
Bookbird, 1979, No. 1, pp. 62-64.
4 figs.

The author evaluates the illustrative creation of the young Slovak artist, Dušan Kállay /born 1948/, who has been awarded the second Golden Apple by BIB for his illustrations of old French legends /Knight Roland, Mladé letá 1975/. The first Golden Apple was awarded to him in 1973 for illustrations of the book by Jozef Horák, Cranes Fly over the Javorina. In his illustrations of Knight Roland the artist used an impressive combination of contemporary artistic techniques and the historical drawing of the 12th and 13th centuries. His work represents an interesting creative process and brings a much welcome enlivenement into book illustration.

768.HURLIMANN, B.: Reflections on the first fifteen years of the BIB.

Bookbird, 1979, No. 3, pp. 56-60, 4 figs.

The Vice President of the international jury of the BIB /Biennial of Illustration Bratislava/ recapitulates the first fifteen years of existence of this important international meeting over children's books and mentions the winners of the main prize, the Golden Apple, during those fifteen years. She appreciates the contribution of the exhibition to the acquainting and mutual understanding of artists of various countries, thus also to the spreading of cultural influences. She also considers very useful the regular theoretical symposium convened to discuss questions related to artistic creation for children which has become an integral part of the BIB.

769. CHALOUPKA, O.: Hrdina v literatuře pro děti a mládež. /The hero in literature for children and adolescents./

Zlatý máj, 23, 1979, No. 3, pp. 145-152.
No. 4, pp. 200-207.

7 photographs.

This is a paper as delivered at the editorial seminar of the Albatros publishing house. The author also included in it the conclusions of the discussion on the hero in contemporary literature for children and adolescents held at the international seminar organized by Zlatý máj,1976. The author has attempted to analyse from various angles the problem of the child hero in literature for children. The theme of the hero in literature for children and adolescents is very complex, not very well mapped out, extensive and at the same time very important. It can be found in the spheres of literary aesthetics, literary history, sociology, psychology, but also pedagogy. The author of the paper states that the contemporary authors writing for children can write better than their predecessors, more lively, dynamically, are more resourceful. Yet, he also puts forward to discussion the question whether some of the heroes appearing in contemporary children's books, especially those written for older children, do not lag behind the present-day reality and their readers only a little less than their stilted colleagues of the past.

770.YELNIKOVA, K.: Rol literatury v oznakomlenii detey s prirodoy. /The role of literature in getting children acquainted with nature./

Doshkolnoye vospitaniye, 1979, No. 6, pp. 23-25.

Books dealing with natural processes broaden the range of children's concept of nature, lay the foundations for acquiring new knowledge and become the starting point for educating in children a love of their native region. Books of various genres have been written for preschool-age children. These are especially stories, also popular-educative books about animals, poems describing natural beauties, folk puzzles and rhyming verses about nature. The author characterizes these genres, including some specific examples.
The reading of books about nature should be supplemented with observations of nature, illustrations and works of art.

771.KAKOL, M.: Rozbudzanie umysłowej aktywności dzieci sześcioletnich. /Praca z ksiażka./ /Awakening the intellectual activity of six-year-old children. Working with a book./

Wychowanie w przedszkolu, 1979, No. 4, pp. 198-202.

The author demonstrates that the potential of working with a book in developing children's intellectual activity have, by far, not been utilized. She presents specific examples to illustrate the many stimulating uses of the book in this respect.

772.KASPRZYCKA, A.: Tradycje literatury dla dzieci i młodziezy. /The tradition of literature for children and adolescents./

Wychowanie w przedszkolu, 1979, No. 4, pp. 216-219.

The author comments on a scientific symposium held in Warsaw to discuss the above mentioned topic. She characterizes briefly individual papers delivered at the symposium which also devoted attention to the history of translated literature.

773.KUROCHKINA, G.: Paustovskiy - detyam. /Paustovskiy to children./

Doshkolnoye vospitaniye, 1979, No. 7, pp. 49-51.
1 photograph.

The author evaluates Paustovskiy's works for children. They deal with good people, people's happiness, spring which comes after a severe winter. The main characters of his stories are children, real, lively, with all the attributes of childhood. The author of this article highly appreciates the optimism of Paustovskiy's stories, the author's positive attitude to nature.

774. KUROCHKINA, G.: Uralskikh skazov master. /Master of stories about the Ural Mountains./
Doshkolnoye vospitaniye, 1979, No. 1, pp. 43-45. 1 photograph.

Pavel Petrovich Bazhov was born on 27th January 1879 in the Urals. He came from a traditional foundryman family. In his youth, he fell in love with old stories and legends about the Ural Mountains. He became a teacher. He published his first stories in magazines in the 1930´s. He was recognized as a full-fledged writer on publication of his book of stories and legends "The Malachite Box" /1939/. The themes of his fairy tales were used in the film "The Stone Flower"; S.S. Prokofiev used them to compose his ballet "The Legend of the Stone Flower".

775. Literature for Children and Young People. Problems of Juvenile Reading. Best Books from all over the world. Index 1978.
Bookbord, 1979, No. 1, pp. 1-8.

This is selected bibliography concerning the problems of the theory of children´s literature, initial reading and education of juvenile readers, as well as a selection of the best books from all over the world drawn up according to the reports of the national sections of IBBY, for 1978.

776. Memorandum from the session of the International Committee of the BIB held on September 8th, 1979 in Bratislava, Czechoslovakia.

Bookbird, 1979, No. 4, pp. 61-62.

This is a memorandum from the session of the International Committee of the BIB 1979 held in Bratislava, stating that the exhibition of illustrations was entered with the works of 260 illustrators from 40 countries. The members also discussed some questions concerning the preparation of the international exhibition to be held in 1981 and some ammendments in the statutes of the displaying practices /for example, the restriction to 20 illustrators from one country/.

777. MOTYASHOV, I.: O jedné nové tendenci v sovětské literatuře pro nejmenší čtenáře. /On a new trend in the Soviet literature for the youngest readers./

Zlatý máj, 23, 1979, No. 8, pp. 466-469.

The author positively evaluates and simultaneously justifies the need of a more complex structure of the contemporary literature for the youngest readers. The consciousness of the child of today reflects the increasingly complex and kaleidoscopically patterned world which differs in many respects from the consciousness not only of the child of the far past, but that of the child even of the first half of the 20th century. Children's consciousness should be trained for solid loading, even excess loading which awaits the child, and this does not merely apply to literature alone.

The author points out that he does not mean a mechanical shift of literature for the youngest in the direction of a more adult age. It should keep its specificity: playfulness, joyfulness, attractiveness and interestingness. A dynamic attitude, humour, a naively straightforward approach to the world, these are the characteristics typical of a number of Soviet authors writing for preschool-age children.

778. Nenápadné jubileum. /An inconspicuous anniversary./

Zlatý máj, 23, 1979, No. 5, p. 317.

On the initiative of V.F. Suk, the "Library of Writings for Young People" was founded in the year 1919. The initial stock consisted of the not too numerous children's books kept in the Comenius Pedagogical Museum. The stock has gradually grown from gifts coming from district and school teachers' libraries from Prague and the rest of the country and from purchases in second-hand bookshops. Suk's reference library for young people and children celebrates its 60th anniversary this year.

779. PROVAZNÍK, J.: Nač tolik skepse? /Why so much scepticism?/

Zlatý máj, 23, 1979, No. 7, pp. 444-445.

The author of this extensive comment questions the critical response to the lack of original poetry for children and to its rather sad state of development. He tries to be objective in judging the situation in which the contemporary

Czech and translated poetry finds itself. He points out to a number of good quality poems appearing on the pages of the recent volumes of the children's magazines Sluníčko, Mateřídouška and Ohníček. He also points out to the lack of information on the part of some reviewers and to their ungrounded scepticism.

780. RATYŃSKA, H.: Literatura dziecieca. /Literature for children./
Wychowanie w przedszkolu, 1979, No. 9, pp. 466-468.

The author of this article states that an alarming lack of books for young children has been felt for some time now. She proves that the the editions of these books are quite insufficient. For that reason, she calls for establishing libraries in individual nursery schools.

781. RICHTOVÁ, M.: Koncepce a perspektivy. /Conceptions and long-term prospects./
Zlatý máj, 23, 1979, No. 8, pp. 451-455.

This is a detailed editorial report on the general conception of the artistic-educative literature published by the Albatros publishing house and on the long-term prospects of its development. The principal objective of artistic-educative literature is to aid the family and school in educating children and youth as all-round personalities, that means to guide them to independent thinking, further self-education, to develop their abilities and interests and to help them with their career choice. When realizing this goal it is necessary to clarify some essential questions - for whom should books be published, what should be published in the nearest future and, last but not least, what forms should be used to realize these plans. The reports also includes information on artistic-educative literature abroad, it positively evaluates the advantages of cooperation with other publishers of children's literature in the socialist countries.

782. ROLL, D.: BIB 1979, in the International Year of the Child.

Bookbird, 1979, No. 1, pp. 60-61.

The author reports on the preparations of the Biennial of Illustration Bratislava, which is a regular international exhibition of book illustrations of children's books held every second year. This year's Biennial draws upon the principal ideas of the International Year of the Child and will try to contribute to raising the standards of illustration as an important component of the cultivation effects on the child in today's society. The theme of the symposium organized during the Biennial will be Illustration in books for the youngest ones. The deliberations will further be supplemented with a show of film and television creation for children in the C.S.S.R.

783.ŘÍHA, B.: Všechno začíná u dětí. /Everything begins with children./
Zlatý máj, 21, 1979, No. 1, pp. 3-5.

In his reflection the author deals with the general concept of literature for children, its artistic quality and, last but not least, the quantity of published books. He puts the question whether we respect fully the principal shifts in the contemporary family, school and society, to what an extent we take into account the new findings abount the accelerated mental development of children, the scope of their interests, the main stimuli to be used to extend children´s talents, etc. The author states that art anchored in children´s books has become an important partner of pedagogy, for it makes use of especially impressive means, mainly affective, whose nature is not identical with pedagogical means which are basically rational.

784.SCHINDEL, M.: The picture book projected.
Bookbird, 1979, No. 1, pp. 18-22.

The author analyzes the advantages of the intimate climate of reading to the child and work with a children´s book in the family and comes to the conclusion that this atmosphere is unique and irreplaceable. Reading to a larger groups of children cannot be effective to such a degree if the child does not get a chance of looking well and comfortably at the pictures, which cannot be provided in larger groups of children at school or in a library. This is why he recommends to use the so-called iconographic technique which reads illustrations off a book and transfers them onto an accompanying film recording that may be then projected to children. He further describes his experience with this method of work with a pictorial book and adds in conclusion that the reading itself may be made more lively either by a sound recording or by preparing a continuous reading, i.e. the book is projected to the child at the same time that it can hear it. The author states that the application of a didactic technique may raise the quality of work with a pictorial book. Undoubtedly, this technique should also be combined with traditional methods and adapted to the number of children and the possibilities and style of work of the person working with the book.

785. Das Schweizerische Jugendbuch-Institut in Zürich. /The Swiss Juvenile Book Institute in Zurich./ Der Schweizerische Kindergarten, 69, 1979, No. 11, p. 542-545.

The article reports on the above institute founded in the year 1968. Its objective is the study and research into literature for young people, the provision of practical aid to anybody engaged in literature for children and young people. At the same time it serves as a documentation centre, prepares reviews, catalogues of specialist literature.

The stock of its library comprises books of Swiss production of the last two decades. These books may be read only in the reference library. The institute also prepares study exhibitions on various subjects, such as "The road of the pictorial book", "The Third World in literature for young people", etc. It is also responsible for the selection of a book for the International Biennial of Illustration for Children in Bratislava. The institute has only begun to process magazines for children and young people. An archives and Johanna Spiri's Museum are attached to the institute.

786.SLOBODNÍK, D.: *Poznámky k poetice pohádky.* /Some comments on the fairy tale poetics./
Zlatý máj, *23*, 1979, No. 1, pp. 6-11.
The study deals with the problem of characteristic features and structures of folk fairy tales.

787.*Special Hans Christian Andersen Honor List 1979.*

Bookbird, 1979, No. 2, pp. 1-20.

This is a selection of books for children from 19 countries awarded the special prize of having been put on the Special Hans Christian Andersen Honor List 1979. The following books were awarded the prize: M. Lukešová: Moss Slippers, V. Kovářík: Literary Rambles in Bohemia, J. Ryska: Boy as a Needle, V. Adlová: The Spring Symphony, E.Horelová: A Mountain Gone Wild, L. Feldek: An Amber World, K.Jarunková: The Tramp, R. Moric: Stories from an Orchid Island, M. Válek: A Great Travel Fever. All the above books are accompanied with a brief annotation.

788.STACHURSKA, M.: Ksiazki z naszej biblioteki. /Books from our library./
Wychowanie w przedszkolu, 1979, No. 4, p.212.

This is an article about cooperation between a library and a nursery school. Children are often taken to the library. They learn about the work of the liberary, acquire the basic knowledge of the importance of books. They also like to look through the books, acquire a new attitude to them.

789.SVETLOV, A.: Volschebnitsa iz Shvetsii. /The enchantress from Sweden./
Doshkolnoye vospitaniye, 1979, No. 9, pp. 50-53.

The author reports on the creation of the Swedish author Astrid Lingren /born November 14th, 1907/. She has written 34 books for children. Her fairy tales and stories are imbued with humanitarianism, are a eulogy of loyalty and love of people, foster positive affections in children. At the same time, they are full of phantasy, surprises and humour. The writer was awarded in 1971 the Christian K. Andersen Prize for her book "Pipi, the Long Stocking".

790.SÝKOROVÁ, D.: Koncepce a perspektivy. /Conceptions and prospects./

Zlatý máj, 23, 1979, No. 10, pp. 579-583.

This is a detailed report on the structure of the editorial intentions of the Albatros publishing house in connection with the changes taking place in the field of education and teaching of the young generation. All editions, even those designed for the youngest children, lay emphasis on the cognitive character of literature. It is the objective of the Albatros to publish regularly at least two types of educative publications designed for preschool age: editions aiding in developing the principal thought processes and editions of an encyclopaedical character /general and specific/. The success of such publications for preschool children will to a great extent depend on the experience and skills of the intermediate link in the person who will read them to children. This is also why most publications contain a foreword by a pedagogue or another specialist to parents aimed at inspiring them and aiding them in working with the book.

791. TUSZYŃSKA-CHECHŁACZ, B.: Kropeczki, petelki, zagadki - czyli o nowych ksiazeczkach obrazkowych. /Dots, loops, puzzles - or about new pictorial books./
Wychowanie w przedszkolu, 1979, No.7-8, pp. 406-408.

The author recalls several new pictorial books that have been recently published in Poland and that are very popular with nursery school children, for their colour pictures very effectively appeal to the children´s phantasy. Their nice illustrations attract the children´s attention and make them reflect upon them.

792. TUSZYŃSKA-CHECHŁACZ, B.: Polska ksiazka dle dzieci i młodziezy. /The Polish book for children and young people./
Wychowanie w przedszkolu, 1979, No. 6, pp. 320-324.

The author reports on a monographic exhibition displaying the six decades of existence of the Polish literature for children and young people. The exhibition is divided into the pre-war and post-war periods. The entire literature is represented there, i.e. also translated literature.

793. ULRICH, A.K.: Bilderbuchtiere in Menschenrollen. /Animals from pictorial books in human roles./
Der Schweizerische Kindergarten, 69, 1979, No. 3, pp. 146-149.
3 photographs, 9 refs.

Animals in human roles and with human attributes have appeared in fairy tales and fables for a long time now. In the German-written literature for children, humanized animals appeared first in the first half of the 19th century. The morals were too forced, as well as their admonishing and edifying themes. The later dramatic turnabout from these themes was especially directed against bullying and suppressing the child´s personality. In countries with different traditions in literature for children, animals with human attributes and behaviours constitute a source of amusement, entertainment and stimulate children´s phantasy. The author further describes several books on such subjects from the latest production.

794. VANČUROVÁ; E.: Kniha a předškolská dítě. /The book and the preschool-age child./
Rodina a škola, 26, 1979, No. 11, p. 4.

The author of this article explains in detail the important role played by the book in a child´s life. She suggests to parents how children should handle books from the earliest age. Parents are also acquainted with a new type of books for preschool-age children. These are books-toys based on the principle of activity. With these books, the child not only listens to what is being read to it and looks at pictures, but is also asked to fill something into the book : verbally, by drawing, painting, cutting-out, arranging according to various logical rules. In this way, the child creatively accomplishes the book.

795.ZUBARJOVOVÁ, J.: Čemu se smějí naše děti?
/What makes our children laugh?/
Zlatý máj, 21, 1979, No. 2, pp. 108-111.

The study was designed to investigate what makes children laugh. Children do not respond to humour in the same way. At preschool age they prefer situation humour, as regards language humour, they like best the so-called perevertysh /rhyming verses with intentionally distorted logical relationships - translator´s note/. It is more difficult for them to understand humour based on a more extensive knowledge of life details. Examples of works of older and contemporary authors are used in the study to illustrate that humour often becomes a means of subject-building and composition. It helps to portrait better the nature of the main characters´ acts and their development.

796.ZUCCHINI, G.L.: La difficite scelta dei primi libri del bambino. In mardine alla 16^{a} Fiera internazionale del libro per l infanzia. /The difficulty of choosing the first books for a child - Some comments on the 16th International Fair of Books for Children./
Scuola materna, 66, 1979, No. 16, pp. 1009-1010.

Books for children from three to five years of age constitute a means of apprehending the reality, an aid in intellectual education. Pictures inspire readers to reflection, analysis and stimulate discussion. They constitute a starting point of aesthetic education, developing phantasy. Bad illustrations are uneducational. They are typical comics which alone are not negative. Comics are directed at commercial targets, rarely at educational or aesthetic objectives. A nursery school teacher should be able to offer advice to parents in choosing the first books for their children and should also establish bookcases and bookshelves in the school.

11.6 Theatre and film for children

797. CIGÁNOVÁ, A. - KOVAČEVIČOVÁ, T.: Urob si bábky.
/Make yourself some puppets./
Bratislava, Mladé letá 1979, 63 pages.
Reviewed in: Predškolská výchova, 33, 1978-79, No. 10, pp. 299-300.

798. ČESAL, M.: Míček Flíček v ÚLD. /The Spotty Ball in the Central Puppet Theatre./
Československý loutkář, 29, 1979, No. 4, pp. 79-81.
5 photographs.

The premiere of the performance The Spotty Ball in the Central Puppet Theatre in Prague became an opportunity of commemorating a significant life anniversary of the Artist of Merit, Dr. Jan Malík, the State Prize Laureate and the winner of the award "For merits in construction". Jan Malík wrote the Spotty Ball at the time when he used to visit nursery schools to test in practice the feasibility of his intent - to write a modern fairy story. He studied how children talked with one another, how they played and how they reacted. He realized how difficult it was to devise the action of a simple story and to bring it to an end. He learned that children preferred shorter, completed episodes, linked through a unifying character. The play The Spotty Ball, which has become a classic in its way by now, was created in a perfect harmony with the child's spectator of preschool-age.

799.ČESAL, M. - CÍSAŘ, J.: 28. loutkařská Chrúdim.
/The 28th Puppet Festival in Chrudim./
Československý loutkář, 29, 1979, No. 8-9, pp. 188-195.
20 photographs.

This is an extensive evaluative report comprising a number of data, comments and judgements concerning both the subjects of puppet plays and their actual executions, actors, stage designers, individual teams, etc. The author also mentions the accompanying programme made up of seminars, exhibitions and other events motivated especially by the participation of foreign puppet-players. Nursery school teachers also participated in the festival. They performed in the final show of individual puppet performances.

800. DAVÍDEK, J.: Ohlédnutí za XI. festivalem pražských amatérských loutkářů. /A recapitulation of the XIth festival of Prague amateur puppeteers./
Československý loutkář, 29, 1979, No. 3, pp. 65-67.
5 photographs.

This is a specialist paper reporting extensively on the XIth festival of Prague amateur puppeteers. Individual competition and non-competition performances are critically evaluated from the viewpoints of dramaturgy, direction, stage design and music. The author devoted an increased attention to the problems of the so far unmapped places of amateur puppetry and the possibilities of improving the situation in the future. The festival was attended by nurses and educators from children´s homes, crèches and also by nursery school teachers who staged a play for the youngest children. The high quality of their performance was the result of their systematic work.

801. DOCCLO, P.: Merveilleuses marionnettes. /Enchanting puppets./
L´école maternelle belge, 1978-1979, No. 4, pp. 172-176.

The author of this article deals with various aspects of the educational effects of the puppet theatre on children and illustrates her ideas by practical examples. The puppet is a key to the world of marvels and phantasy, facilitates the child the transition from the family to nursery school, it is a good friend and playmate to the child, teaches it good manners, stimulates it to talk, to musical and rhythmic expression, activates the development of logical thinking, enhances the development of fine movements and awakens the child's creative potentialities.

802. DOTŘELOVÁ, H.: Oblastní přehlídky individuálních výstupů s loutkou. /District shows of one-man puppet performances./
Československý loutkář, 29, 1979, No. 6, pp. 135-136. 2 photographs.

The author reports on two district shows organized in Prague-Kobylisy and in Přerov. In addition to the evaluation of staged performances, the author also reports on those performances which were proposed for the final show in Chrudim. The district shows were attended by nursery school teachers and students of the pedagogical school in Kroměříž.

803. KHADZHIEVA, S.: Rabotata za sazdavane na interes kam prirodata. /Awakening interest in nature./
Preduchilishtno vazpitanie, 1979, No. 10, pp. 41-43.
One of the tasks of working with preschool children is to awaken their interest in nature. The author demonstrates, on the basis of her personal experience, some possibilities of building up this interest by making use of the aesthetic approach.

804. Individuální výstupy s loutkou. /One-man puppet performances./

Československý koutkář, 29, 1979, No. 4, p. 93.

This is a report on the district and regional round of the IInd show of one-man puppet performances, held in Trutnov. Seventeen puppeteers from eastern Bohemia performed in the regional round. Most of them were women, nursery school teachers.

805. **MARININA, M.**: Instsenirovaniye literaturnych proizvedeniy v detskom sadu. /Staging literary works in nursery school./

Doshkolnoye vospitaniye, 1979, No. 6, pp. 66-69.

The subject-matter "Staging literary works in nursery school" is taught in "Recitation" classes in pedagogical schools. Pupils may develop in these classes their skills in the field of stage performing to be able to demonstrate theatre plays in an appropriate and interesting manner. Pupils get gradually acquainted with all the steps of preparing a literary work for staging: writing the script, making all necessary stage props, directing the script, rehearsing it and, finally, staging the play itself. There exist only a few suitable plays for preschool-age children. For that reason, pupils learn to prepare a script on the basis of a literary text. Such dramatic stories should be chosen as are appropriate for the children's age. In conclusion, the author of this article presents an example of the dramatization of a fairy tale by K. Chukovski.

806. MARININA, N.: Oborudovaniye dlya teatralno-igrovoy deyatelnosti. /Equipment for theatrical and play activities./
Doshkolnoye vospitaniye, 1979, No. 11, pp. 65-69.
7 photographs.

The author reports on the experience of a pedagogical school which has set up the objective of teaching its pupils to make various aids and equipment for different types of theatre : theatre of pictures, flannelograph, shadow theatre, table theatre, puppet theatre and performances-dramatization. The task is shared by the teacher of dramatic recitation, under whose guidance the script is developed; by the teacher of drawing who guides pupils in drawing the setting, individual characters, etc., and by the handicraft teacher who teaches pupils how to make aids from wood and other materials.
The author further presents detailed guidelines how to make these aids and accessories.

807. MAŠATOVÁ, M.: Loutky inspirují, podněcují, baví.
/Puppets inspire, stimulate, entertain./
Československý loutkář, 29, 1979, No. 7, p. 163.

The author presents suggestions how to conduct free play with glove puppets "How two mice waited for their Aunt and fought with a Tom-Cat". It is designed to make use of children´s elementary creative skills of puppet manipulation. It will also contribute to the development of children´s language and improvization skills.

808. OBRAZTSOV, S.V.: Pozor! Children! /Mind the children!/
Československý loutkář, 29, 1979, No. 4, p. 91.
An excerpt from the paper published in the collected volume Teatr i shkola /Theatre and School/, vol. 7, Moscow 1976, published by VTO.

The author discusses the specificity of the puppet theatre designed for children of various age groups. He states that children under five are usually not taken to performances. If we specifically want them to see a performance, then only a limited number of such children should be in the auditorium at the same time. Ten to fifteen, not more, for the children's responses to the action on the stage are not simultaneous and differ to a great extent. The author states that the most appropriate for preschool children is a "performance-play" with a live guide /actor, teacher, mother/ who will maintain contacts with the audience and puppets throughout the performance. The author is convinced that nothing terrifying should be shown to children. The Red Riding Hood and the bad wolf are more terrifying for children than Othello is for adults. Children believe the wolf is alive even if an "avant-garde" director dresses him in a green-spotted costume. Children are not split in perception: the puppet and the actor are not two separate characters, but only one- the wolf! The author further warns against unintentional, but often even speculative ridicule on the stage when one of the characters stutters or is hunch-backed. The author points out that laughter need not always be beneficial and that the author or director should not be given credit for provoking any kind of laughter just for laughter's sake.

809. "Razvlekaya, vospityvat", /"To entertain and educate"./
Doshkolnoye vospitaniye, 1979, No. 11, pp. 60-62.
4 photographs.

This is a report on the activities of the Leningrad State Puppet Theatre. It has staged 170 plays during the sixty years of its existence. The theatre has set up two pedagogical objectives: the selection of plays, their realization and related moral-ethical problems and the pedagogical utilization of the play during the performance; for that purpose, a full-time pedagogue has been engaged in the theatre. The dramaturgy of the theatre is varied: dramatizations of popular children's books, fairy tales and theatre plays written specifically for the theatre. One of the first authors to write for the Leningrad State Puppet Theatre was S. Marshak. Music constitutes an important component of most performances. During a performance the actors maintain contacts not only with the children, but also with the parents, for whom the last rows are reserved. Discussion meetings with the audience are held before or after the performance.

810. Sbírka divadelních loutek. /A collection of theatre puppets./
Zlatý máj, 23, 1979, No. 2, pp. 123-124.

This is a report on the collection of theatre puppets in Radebeul, which has been part of the State Art Collections in Dresden for ten years. It is built around the private collection of theatre puppets which had been in the possession of Otta Link /1888-1959/, a teacher in Leipzig. It consists of over twenty-two thousand exhibits. The collection has been on display at more than seventy exhibitions in the German Democratic Republic and its exhibits are often displayed abroad.

11.7 Film, radio and television for children

811. BROWN, M.: Television from a Parent's Viewpoint.
Early Childhood Education, 12, 1978/79, No. 1, pp. 9-10.

The author summarizes his practical experience with educating children's television viewers. The author focuses her attention on aesthetic education /singing, poetry/ and on readers' education at an early age. The watching of television programmes designed for children served only as a supplement to education. High quality recommended programmes were first chosen by the parents themselves and at a more advanced age the children learned to make a critical selection of good programmes themselves. The watching of war and adventure programmes depicting violence does not negatively affect the child if it is prepared ahead for them by the parents and if the child does not watch such programmes too often. The watching of television programmes should not become the child's main interest - it should only function as a supplement to general information. Problem programmes should be discussed with the children and they should be taught to pick up only knowledge valuable for life.

812. Förskolan är viktig för barnens kulturkontakten.
/Nursery school develops the child's sense of culture./
Förskolan, 62, 1979, No. 3, p. 28.

A child's cultural standards are determined by the environment the child lives in, visits of theatres, cinemas, museums and listening to music. Children's books and magazines play an important role in the child's life. The child perceives cultural products through television and radio. The prices of materials and children's programmes are reasonable.

813.HERRMANN, I.: "Ein bisschen glücklicher werden".
/"To be a bit happier"./
Spielen und lernen, 12, 1979, No. 4, pp. 24-27.
4 photographs.

The Head of the department of educational and teaching programmes for children acquaints the readers with his creative principles. His objective is to guide the child spectator to maximum co-operation, activity, the thought processing of what the child is watching. He is a theologican by original profession and he considers his present publicity efforts a continuation of his profession by modern means, whose effects are more impressive than the mere use of the word. At the same time, he considers a very important aspect of the educational effects of television the achievement of the feeling of happiness in the child.

814.HOFMAN, E.: Proč tvořím pro děti. /Why do I create for children./
Učitelské noviny, 29, /82/, 1979, No. 5, p. 10.

The author of this article, the Head of the department of the artistic realization of animated film in the Czechoslovak Television, confesses his love of children. Creation for children offers a broad scope for developing and applying phantasy, for children are not restricted by physical laws which imitate the life and reality of the adult world. Children's phantasy constitutes one of the basic principles of the creation of animated films.

Creation for children should develop affective attitudes, imaginativeness and phantasy from initial children's perceptions up to maturity.

815. Hraný film pro děti a mládež na XIX. filmovém festivalu v Gottwaldově. /Feature film with live actors for children and young people at the XIXth film festival in Gottwaldov./

Zlatý máj, 21, 1979, No. 7, pp. 424-426.
2 photographs.

The review of eleven films shown at the festival also covers the atmosphere prevailing at the festival, its organization and the methods of evaluation of the festival films. They presented a very broad range of genres and subjects of differing quality. Many standard and substandard films were presented at the festival. There was not a single film projected that might become a yardstick for evaluation or that would deal with some topical problem or theme. The film The Golden Times /Special Prize of the Jury/, directed by Štefan Uhor, belonged to the best which was presented at the festival. Together with the scriptwriter, Peter Kováčiš, they had created a work depicting the last days of the Second World War in a small Slovak village, viewed through the eyes of the child heroes. The film transcription of the Mystery of the Steel Town /The Czech Peace Council Prize/, by the scriptwriter O. Vogeltanz and director L. Ráž, was the most interesting film presented at the festival. On the other hand, the author considers worse the films for young people, especially those dealing with contemporary subjects. They had respected too much general requirements and the image of the child spectator rather than differentiated between individual groups and types on which individual genres should have been oriented.

816. KIELAR, M. : Rola filmu animowanego w pracy wychowawczo-dydaktycznej przedszkoli. /The role of animated film in the educational and teaching work of nursery school./

Warsaw, WSiP 1978.

Wychowanie w przedszkolu, 1979, No. 2, pp. 103-105.

The reviewer points out to the fact that the book answers the question to what an extent the contemporary child may see a film without any harm to its psycho-physical health, what a film for pre-school children should be like, how to control film education and how to make use of film in the educational and teaching work of nursery school.

817. KREFTA, K.: Środki audiowizualne wzbogacaja zajecia i zabawy. /Audio-visual media enrich occupations and entertainment./

Wychowanie w przedszkolu, 1979, No. 10, pp. 507-508.

The author, a nursery school teacher, describes how she makes use especially of the tape-recorder, how she prepares programmes she plays to children on suitable occasions, thus awakening their interest and enriching entertainment.

818. SAMOIL, J.: The Magical, Mystical World of "Kidvid".

Early Childhood Education, 12, 1978/79, No. 1,
pp. 11-15.
8 refs.

The author discusses the problems related to the development of the child television spectator, including the negative and positive consequences of watching television programmes by preschoolers and school-going-age children /inadequate concentration/. The preparation of programmes for the language education of preschool children was entrusted in 1960 to the television station for children and to a number of public and private organizations in the U.S.A. /Carnegie Corporation, Ford Foundation, the National Institute of Child Health and Human Development/. These organizations prepared special programmes /Sesame Street in 1969 and The Electric Company/. Sesame Street comprised in addition to animated cartoons, short fairy tales and acts also identification of individual alphabet letters, numbers from one to ten, simple arithmetic and words. The programme The Electric Company was oriented on the teaching of reading in the second grade. The programmes were transmitted to forty countries in English and to nineteen countries in foreign languages. The children that had followed the programmes were tested /arithmetic and language skills/. Results: a higher level of skills in children who had watched the programmes. The question of

whether these programmes will teach the children to think was answered by a survey carried out in West Germany /1975/, which found that thirty per cent of three- to six-year-old children had a better command of abstract thinking and the skill of generalizing the functions of objects and things.
Dr. Winn, author of the book The Plug-in Drug, Television, Children and Family, points out to the negative consequences of watching television programmes by preschool-age children /she likens them to drugs/. She has studied the effects of television on the mental development of children. She presents a survey of results of observations of children aged one to four who have watched television programmes. What attracts the child's attention? The presence of women, children, puppets, movement, rhythm, lively music, repetition, aliteration and animation. The presence of men, animals, idleness and drab pictures constitute negative factors.
It follows from the research results that it is necessary to educate a quality child television viewer, to teach him or her to choose only quality programmes at a more advanced age. It should be the principal objective of all educational workers and institutions to teach students identify quality programmes as well as mere trash.

819. SCHNEIDER, J.: *L´enfant et sa télévision: un sujet de réflexion dans le cadre de l´année de l´enfance.*
/The child and its television: a subject for reflexion on the occasion of the International Year of the Child./

L´Education enfantine, 1979, No. 7, pp. 7-11.

On the occasion of the International Year of the Child, the mass communication media tried to contribute through their programmes to the enrichment of the lives of children of even the earliest ages. In connection with these efforts, two principal questions arose: 1/ What role do the mass media play in young children´s free time? 2/ Do programmes comply with the requirement of quality, especially from the aesthetic viewpoint? The author of this article presents an analysis of two programmes designed for children: "Mickey Mouse" and "Pinocchio".

820. STUCKI, E.: *Wpływ programów telewizyjnych na rozwoj mowy, zabaw i tworczosci plastycznej dzieci.*
/The effects of television programmes on the development of children´s language, entertainment and artistic creation./

Wychowanie w przedszkolu, 1979, No. 1, pp. 9-15.

The author summarizes the results of a survey conducted in the nursery schools of two towns, the aim of which was to determine the potential of making use of television programmes. The research has proved that the mere watching of a programme will not activate the children and that a special programme designed for nursery school would be beneficial. On the other hand, the research has confirmed that television develops children's interests as well as their artistic creation.

821.SYCH,V.: Malysh u televizora. /The young child before a television set./
Semya i shkola, 1979, No. 1, pp. 27-28.

Nine out of ten preschool-age children watch television daily in the U.S.S.R. These are especially programmes designed for preschool-age children, but also some designed for adults, such as "The Animal Kingdom", and the like. Many children, however, do not watch television programmes because they find them interesting, rather because the sitting in front of a television set has become a habit with them. The risk arises of the child becoming a passive viewer, especially when it watches programmes it cannot understand. A passive watching does not benefit the child's intellectual development. The watching of television does not require any active efforts, the child grows accustomed to watching only what is interesting or attractive, however, it fails when efforts should be exerted, endurance is required. The sitting in front of the television screen replaces children's outdoor activities, their locomotive activity which is so necessary at preschool age. Some children's programmes try to eliminate the viewers' passivity and encourage the children to draw or make something, etc. Parents should know what their children watch on television, should discuss it with the children, help them realize the suggestions and tasks set up by television programmes.

It is necessary to learn how to make a proper use of television to achieve an all-round development of the child's personality.

822. WEBER, A.: Ist Fernsehen gesundheitsschädlich? /Is the watching of television harmful to health?/ Der Schweizerische Kindergarten, 69, 1979, No. 6, pp. 303-304.

Any human activity may become harmful to health if not properly conducted. Images and actions follow one another in a rapid sequence and it is only at a specific age that a child becomes able to follow and comprehend the action. So far, no exact research studies have been completed concerning the harmful effects of television on children's health, however, it has been confirmed that the late night watching of television programmes unsuitable for children causes sleep disturbances and states of anxiety. Excessive television watching results in children's passive reception and this passive behaviour becomes a habit with them.

The watching of television may result in health problems, if it is not properly used, if television programmes show negative social models. For the above reasons, it is necessary to purposefully choose programmes suitable for children.

823. ŽILKOVÁ, M.: Detský hrdina na televíznej obrazovke. /The child hero on the television screen./

Zlatý máj, 23, 1979, No. 7, pp. 430-434.
1 photograph.

This is a reflexion on some aesthetic, theoretical, socio-educational and practical problems facing the developing television art. The questions arise today whether television activates the child, whether it develops its skills of concentration, whether it develops its imaginativeness, phantasy and thinking. When perceiving television programmes, visual perception has a greater effect than verbal reception. The received signals influence and develop the young man´s taste, shape his moral, ideo-social ideas and they especially prepare him for the perception of more demanding artistic programmes. In addition, television may unforcibly offset differences arising as a consequence of differing family and cultural backgrounds and in many cases acts as a substitute for parents who cannot cope with filling their children´s free time. The author´s reflexion upon the problem of television contains a number of examples exhausting the entire repertoire and thematic ranges of the television creation for children and young people.

11.8 Children's festivals

824. NYKLOVÁ, M.: Hra nebo tvorba. /Play or creation./
Domov, 1979, No. 4, pp. 21-24.
15 photographs.

The idea of "school through play" is realized best in art education. The author of this article reports on the unconventional approach of the teacher M. Rumlarová, who teaches art education at the primary school in Hradec Králové. She is trying to introduce new approaches into art education complying with the new concept of the system of education and teaching. The objective of this education is to teach the child to create independently at school - to see poetry in any simple, common object, in the bark of a tree, a tree cone, an old spoon, meat board or an old kitchen wooden spoon. A survey of photographs show her pupils' works, most of which are works of art expressed in material and space /an old spoon has become the basis of a human figure/. The magic of fairy tales and the puppet theatre comes back to her art education classes with the making of glove puppets and other puppets. Fifth-graders make appliqué work, use ceramic chips, make puppet scenery, egg-shell puppets, sackcloth boxes, paper masks. In conclusion, the author presents a survey of the children's art achievements according to individual age categories.

825.PETROVA, E.: O społecznych funkcjach zabaw tematycznych. /On the social functions of subject-oriented play./ Wychowanie w przedszkolu, 1979, No. 12, pp. 588-592.

The Bulgarian author states in her article that the results of the most recent research confirm that the level of the development of creative skills depends primarily on the formation of the personality of the five- to six-year-old child. For that reason, she points out to the enormous importance in this respect of children's play when it is well-planned and carefully prepared and conducted.

12. EDUCATION OF CHILDREN REQUIRING SPECIAL CARE

826.ARNHEIM, D.D. - SINCLAIR, W.A.: The Clumsy Child: A Program of Motor Therapy.

St. Louis, Mosby 1979, 304 pages. 261 figs. Reviewed in: The Exceptional Children, 45, 1979, No. 5, p. 351.

The publication is designed as a programme of motor therapy for children who are considered play failures. The authors present a survey of approaches and methodologies for early identification and treatment of motor problems and a survey of various activities related to individual developmental stages rather than to chronological age.

827. Beiträge zum Thema "Begegnung". /Contributions to the theme "Getting together"./ Zenger, S.....
Der Schweizerische Kindergarten, 69, 1979, No. 9,
pp. 445-447.

Teachers report on their practical experience with visits of children from special nursery schools in normal schools. For example, four five-year-old children from a special nursery school visited once a week a normal nursery school at the time reserved for play, a group of four six-year-old children visited another nursery school.
The teachers positively evaluate these experiments. Normal children are guided to tolerance, readiness to help, they learn to find solutions in unconventional situations. Contacts with normal children enrich the games of children requiring special care. The teachers conclude that it would be possible and beneficial to integrate permanently one child requiring special care into a small group of about fifteen normal children.

828. BERGER, W.: Pädagogik und Psychoanalyse. /Pedagogy and psychoanalysis./
Der Schweizerische Kindergarten, 69, 1979, No. 11,
pp. 550-553.
11 refs.

This is a report on a study meeting convened to discuss the subject of pedagogy and psychoanalysis. It was organized by the station for psychotherapy in Basle. The following papers were delivered:

Parents´ appreciation of pedagogical and psychotherapeutic work; Psychoanalysis as an aid for pedagogical personnel in the clinic and the family; Experience with psychoanalytically oriented pedagogy at school; The psychopedagogical aspects of psychotherapy in the station of children with marked I-ness defects; Pedagogical work with a group and psychotherapeutically oriented group therapy. The papers were followed by discussion of various groups of specialists /educators, teachers, psychologists/, which was very fruitful. In conclusion, the members of the meeting called for the regular holding of such interdisciplinary deliberations.

829.BERTHOLET-ROTH, K.: Klein-Kindergarten, eine Chance! /A mini nursery school - a way out!/ Der Schweizerische Kindergarten, 69, 1979, No. 9, pp. 443-445.

The author reports on a nursery school accepting children aged five to seven, with character, physical or social problems, or children causing educational difficulties at home or in nursery school. The educational and teaching objectives are basically the same as in a normal nursery school. The length of individual occupations, the daily routine are determined by the needs and potentialities of individual children. Educational and teaching subjects are systematically organized. The teacher tries to find the level of each individual child´s development and to enhance it purposefully.

The school also fulfils significant social functions. It instructs the parents how to create a favourable environment and an educational climate in the family, it instructs them on how to conduct individual occupations with the child; it helps establish cooperation between the family and a paediatrician, a logopedist, etc; in cooperation with an educational counsellor it investigates the most suitable alternatives of the child's future integration into a normal or a special facility /nursery school, school/.

830. BÜHLER, R.: Kindergarten für Sehbehinderte.
/A nursery school for visually handicapped children./
Der Schweizerische Kindergarten, 69, 1979, No. 1, pp. 27-32.
4 photographs.

The nursery school serves parallelly as a counselling service for young children with sight defects. The parents are instructed on how to work with their children and they get a chance of observing the work with these children in the nursery school to be able to project their children's further development in the future. The nursery school accepts children that can walk and are able to establish contacts with other persons. At first, the teacher works individually with the child for about an hour once or twice a week, and gradually she will integrate the children in small groups. The mother's stay in the school is also gradually reduced.

The objective is to foster in the children a joy of movement. The children go for swimming once a week, accompanied by their parents. The author of this article further describes various games and toys designed to develop the sense of feeling.

831. ETTER, U. - FUNK, L.: Heilpädagogische Beratungs- und Behandlungsstelle für behinderte Kleinkinder.
/The therapeutic-pedagogical counselling service and treatment station for young handicapped children./
Der Schweizerische Kindergarten, 69, 1979, No. 9, pp. 447-450.
2 photographs.

This institution was founded in Solothurn in 1969. Its objective is to influence educationally pre-school-age children that are handicapped or show marked deviations in behaviour; to provide advice to the parents of these children with respect to their education. The children are referred there by physicians, social workers, psychologists, nursery school teachers, parents. When working with the children, attention is especially focused on developing their locomotive skills, thinking, observation abilities, their capabilities of comprehension, adaptability, learning, independence. The teachers visit some of the children in their homes and work with them there in the presence of their mothers; in the afternoon they work with two small groups of children that come to the facility.

832.FRIEDLI, J.: Pro Infirmis. /Pro Infirmis./
Der Schweizerische Kindergarten, 69, 1979, No. 9,
pp. 455-456.

Pro Infirmis is a private organization running 32 counselling offices in Switzerland. They provide advice and help to physically or mentally handicapped persons, epileptics, persons with hearing and speech defects and also their families in their mental, social and material difficulties. They direct their efforts at creating the maximum possible favourable life situations for them. Cooperation of nursery schools with these counselling services is very fruitful. If a teacher discovers in a child a specific abnormality or defect, she is able to inform the parents in time and to recommend them to visit the counselling service which will subsequently suggest what measures to take.

833.GHISALBERTI, M.Z.: Le strutture assistenziali
e la loro validità educava. /Medical assistence,
its structure and educational value./
Scuola materna, 66, 1979, No. 14, pp. 879-880.

The differences in education of a child entrusted to a medical care institution and that of a normal child do not lie in the objective which is the same in both the cases: development of the entire personality. The author discusses the development of a child which begins with individualization and gradually advances towards psychological maturity. The educational influencing of the children "entrusted to medical care" must be the same as that of healthy children - it must gratify the needs of an individual who, dependent on others, seeks his identity.

834. GNIRSS-KORSHOJ, A.: Das behinderte Kind im Montessori-Kindergarten. /The handicapped child in a Montessori nursery school./
Der Schweizerische Kindergarten, 69, 1979, No. 9, pp. 457-459.
4 refs.

A young child looks continuously for new and more complex tasks, it tends to independence. Montessori´s pedagogy is based on the principle of controlling and regulating a child´s spontaneous behaviour. It respects the child´s individual working rhythm and sees to it that the child´s attention and concentration on its own work should not be disturbed. The equipment of the nursery school also contributes to the above objective; it makes up a well-prepared environment. The working material is designed so as to enable the child to oversee its own activities. The child is free to decide what it is going to occupy itself with. Children of different ages should make up one group, for it will facilitate them to experience different roles, to learn and parallelly to teach others. The author, teacher in a nursery school working according to the Montessori approach, derives on the basis of her practical experience that such a type of nursery school also creates favourable conditions for the education of handicapped children. She herself has seventeen children in her group, three of them handicapped.

835.GOLU, P. - MITROFAN, N.: Specificul cognitiv al domeniului chimici. Implicatiile psihologice ale familiarizarii elevilor cu unele notiuni de chimie. /The cognitive specificity of the subject of chemistry. The psychological implications of getting pupils acquainted with some chemical concepts./

Revista de psihologie, 25, 1979, No. 1, pp. 59-75. 8 tables, 2 plots, 7 refs.

Psychoanalysis is used to discover the main classes of difficulties in learning chemistry; a teaching model is derived developed on the basis of cognition through the explorative method. Several teaching strategies of the reversibility of thought operations in the field of chemistry have been experimentally tested and evaluated and data obtained on the operational skills of thinking and the potentialities of controlling and regulating the mechanisms of discovering; the importance of diagnosis and prognosi in the methodology of developing the mind has been confirmed.

836.GRELL, M.: Ausbildung für Heilpädagogik im Vorschulbereich in Basel. /Instruction in therapeutic pedagogy in the field of preschool education in Basle./

Der Schweizerische Kindergarten, 69, 1979, No. 9, pp. 456-457.

The training of therapeutic pedagogues in the field of preschool education follows the completed nursery school teachers' training and is designed as a four-term course with 24 lessons per week, or an eight-term course with 12 lessons per week. Applicants must have at least two years'practical experience with preschool-age children. The study is organized by the specialized school for educators in Basle, which together with the Institute for special pedagogy and psychology has conceived its orientation, curriculum and teaching programmes. Theoretical lactures, such as therapeutic pedagogy, developmental psychology, physiological essentials of therapeutic pedagogy, psychopathology, etc., are attended by the students together with the students of the Institute for special pedagogy and psychology. Theory in relation to practice, such as pedagogical psychology, diagnostics, special methodologies, work with parents, is organized separately. The students get also acquainted with various forms of cooperation with physicians, therapeutists in different fields, logopedists, etc. They have to pass examinations both in theory and practice and will receive the state diploma in preschool therapeutic pedagogy.

837. HERZKA, H.S.: Die Kinder- und Jugendpsychiatrie und die Früherfassung. /Child and adolescent psychiatry and early discovery./

Der Schweizerische Kindergarten, 69, 1979, No. 9, pp. 432-435.

Child and adolescent psychiatry constitutes a special discipline of medicine dealing with the development and developmental anomalies of children and young people. Its activities comprise the investigation and treatment of common behavioural defects and also serious mental diseases. A physician engaged in the psychiatry and psychotherapy of children and young people has, in view of his or her education, the prerequisites for studying the interactions between mental and physical processes. He or she cooperates closely with other specialists: child psychologists, therapeutic pedagogues, etc.

The author further describes psychiatric facilities for children and young people in the canton of Zurich. There exist out-patients' wards as well as in-patients' wards, but also part-time facilities where patients stay either a day or even stay overnight.

While psychiatric examinations are commonly required for school-going-age children and young people, parents of preschool-age children often show prejudices against them and believe that the initial defect will disappear of its own accord. The author enumerates small defects in the behaviour of preschool-age children and asserts that these may be the symptoms of more serious disturbances

/anxiety feelings, problems in contacts with people, such as excessive shyness or aggressivity, apathy or hyperactivity, digestive problems, sleep and speech problems, etc./. It is, therefore, necessary to consult a specialist doctor early enough.

838. HUTH, H.: *Ein Versuch in Frankfurt a.M.*/An experiment in Frankfurt am Main.
Der Schweizerische Kindergarten, *69*, 1979, No. 1, pp. 33-34.

The author reports on a nursery school attended by forty-two children, out of which fourteen are handicapped /spastics, mongoloids, children with hearing defects and physically handicapped children/. The nursery school operates all day, there are fourteen children in one group. It is visited twice a week by a logopedist, a specialist in therapeutic gymnastics and a therapeutic worker. The results are very good and the parents wish that a school should be opened where the same groups of children might carry on their school education without having to cutt off the friendly relations that have already been established between them.

839. *L'inserimento degli handicappati.* /A facility for the handicapped./
Scuola materna, *67*, 1979, No. 3, pp. 166-176.
1 table.

Socialization has resulted in the closing down of special schools in Italy and in the integration of handicapped children in normal schools. The handicapped, however, need special educational care; how can these two aspects be reconciled? Many see the solution of this problem in special specialized classes in the morning and in socialization activities in the afternoon. Is this correct? What should be done under the existing circumstances? Does there exist a specific solution of the problem? Six prominent Italian scholars give answers to these questions.

840. KOBI, E.E.: Heilpädagogik zwischen Missverstand und Anfechtung. /Therapeutic pedagogy between misunderstanding and negation./

Der Schweizerische Kindergarten, 69, 1979, No. 9, pp. 426-432.

The author justifies the term "therapeutic pedagogy", which has become well established in Switzerland and Austria, as compared with the term "special pedagogy", used in Germany. This term was coined more than a hundred years ago, when therapeutic pedagogy, similar to medicine, tried to eliminate a defect or to alleviate it. Today, its main objective is to reconcile the child and its surrounding world with its irreversible fate and to provide for an education adequate to the child's handicap.
Therapeutic pedagogy does not only concern the handicapped child, but also a number of related pathological factors concerning the society. As regards practice, this approach means to provide an educational influencing of the society as well.

The author points out to the conflicting situation in Switzerland, where at least twelve per cent of all children suffer from a physical or mental defect requiring special care. In Basle and its surroundings, each sixth child is registered with the station of young people´s aid. In spite of the above facts, therapeutic pedagogy has not been recognized as a science yet and it has to fight prejudices and misunderstanding. There exist only two departments of therapeutic pedagogy in Switzerland.

841.LESNÝ, I.: Dětské epilepsie - dětské mozkové záchvaty. /Children´s epilepsies - children´s cerebral spasms./ Děti a my, 9, 1979, No. 2, p. 17.

This is the history and interpretation of the nature of children´s epileptic seizures /referring to the Czech physician Jan Marek and academician Kamil Henner and the discovery that these were cerebral defects/. Five per cent of children are afflicted by such a seizure , i.e. every twentieth child. There exists a difference between epileptic seizures and the epileptic malady. The author further describes the causes, origin and types of children´s epileptic seizures. Epilepsies are diagnozed by means of electroencephalography - their varied forms may be read off the graph; as regards cortical epilepsies, it is even possible to identify in which cortical zones the discharge originated. The broader category of convulsive diseases comprises various types of children´s spasms close to epilepsy /fibrile spasms, nightmares of preschool children, somnambulity/. Today, epilepsy may be cured in three quarters of cases. A broad selection of domestic and foreign medicaments are available. Parents are not allowed to modify the dosage to be administered to the child. The author points out to the necessity of a strict daily routine, regular sleep, refraining from excessive physical strain. In some cases the disease may be treated by surgery.

842. MORRISON, D. - POTHIER, P.C. - HORR, K.: Sensory-motor Dysfunction and Therapy in Infancy and Early Childhood.

Springfield, Charles C. Thomas 1978.
Reviewed in: The Exceptional Children, 45, 1979, No. 5, p. 331.

The book deals with the theory, research, evaluation and treatment of the sensory-motor dysfunction in infancy and early childhood and describes them in a great detail.

843. O korrektsionno-vospitatelnoy rabote v doshkolnykh uchrezhdeniyakh dlya detey s narusheniyem zreniya.
/On corrective-educational work in preschool facilities for children with sight defects./
Doshkolnoye vospitaniye, 1979, No. 3, pp. 31-34.

The department of preschool education at the ministry of school education of the R.S.F.S.R. and the Central preschool methodological board have issued an instructive-methodological memorandum addressed to preschool facilities for children with sight defects. It is based on an analysis of the work of these facilities, especially on the shortcomings found in them and it outlines the principles of improving their work.

When integrating children into individual classes, it is necessary to respect the extent and character of the sight defect /classes for weak-sighted children, children undergoing squint treatment, children with combined defects/.

When organizing any activities of the children, it is always necessary to provide appropriate lighting; children should be seated with respect to the condition of their sight.

Therapeutic procedures are carried out with individual children by the medical personnel. These activities should be planned so as not to interfere with individual occupations.

Nursery schools for children with sight defects work according to the educational work curriculum; their teachers, however, must apply adequate methods respecting the individual specificities and the sight potentialities of individual children.

The article further contains detailed methodological guidelines for conducting occupations, games, walks and the like, including literature for the teachers' independent study.

844. PAVLAČKOVÁ, M.: *Defektologická problematika v mateřské škole.* /Some problems concerning defectology in nursery school./

Predškolská výchova, 33, 1978-79, No. 9, pp. 264-266. 12 refs.

With advancing civilization and general medical care a higher percentage of handicapped children survive, for example, infirm children or children with various congenital or acquired defects. It is no exception in everyday practice that, wherever possible, children with various hearing, physical, sight, mental and behavioural defects are integrated into normal nursery school. It is difficult to determine the borderline condition between the norm and the handicap. The determination of a diagnosis in young children requires long-term medical and psychological examinations. The variability of children's behaviours is very extensive. Some behavioural deviations and fluctuations may only be temporary.

From the pedagogical viewpoint, such children should receive increased attention and care; educational efforts directed at them should be well-planned. The author further explains on what factors a teacher should focus his or her attention and how to educationally guide children with the above mentioned defects in normal nursery school.

845. PLZÁK, M.: Chuligán. /A hooligan./
Děti a my, 9, 1979, No. 3, pp. 17-19.
1 photograph, 1 fig.

This is an interview with Dr. Miroslav Plzák, head doctor of the psychiatric clinic in Prague, concerning a person with a congenital dysfunction /asocial psychopath/, manifested in insufficient social sensitivity and unability to find one´s place in the society. Such a child develops pathologically from the earliest age and it is as early as around six years that it gets out of control of its parents´ education. Negative features culminate in puberty /playing the truant, aggressivity against parents, dubious gangs, escapes from home, delinquency of various kinds/. Unethical asocial psychopaths come from most varied backgrounds - mostly genetically handicapped, but also from orderly families. A personality is accomplished for eighty per cent at the moment of birth and no amount of education can change this fact. The article further contains guidelines for parents how to rear such a child with the aid of a psychiatrist and a psychologist. It also mentions the help of the society provided in the education and further development of an unethical psychopath in adulthood.

846. PFEIFER, J.: Ruka podaná dítěti. /A hand offered to the child./

Děti a my, 9, 1979, No. 3, pp. 20-21.

1 photograph.

This is a report on the activities of the pedagogico-psychological counselling service run by the national council of Prague and led by Dr. Jiří Pfeifer. It was founded at the end of the year 1966 and it focused its attention on counselling in the psychologico-educational field as well as professional guidance. In the year 1972, a new department was opened for children and young people requiring special care. It provides psychologico-pedagogical and therapeutic aid to pupils of schools for young people with defective mental development, schools for young people with hearing, sight and speech defects. It cooperates with children's diagnostic institutes, young people's educational homes, departments of family and child care of individual national councils, with forensic bodies as well as public security bodies. During the school year 1977/78, this department provided help to 1237 children in the form of examinations, interviews, therapeutic sessions. It also conducts surveys at special schools. The author further discusses the problem of transferring children to special schools and socially offsetting classes, including a list of suitable apprenticeship courses for these children. The main objective is to help handicapped children and to help them assert themselves in the society within their limited capabilities.

847. SAVARESI, G.P.: *L'inserimento dei bambini handicappati.* /The integration of handicapped children./ Scuola materna, 67, 1979, No. 1, pp. 56-57.

The author has focused her attention on handicapped children, the difficulties arising in their integration into normal schools and suggests how to implement the integration. An integrated school should become a stimulating and integrating environment. Difficulties in communication of the handicapped create a gap between the handicapped and the environment. The author discusses authentic and complete integration, suggests some theoretical and operational procedures, games-exercises facilitating the communication and autonomy of handicapped children.

848. TURCU, A.: *Formarea si dezvoltarea capacitatii de operare cu raporturi spatiale.* /Building up and developing the skill of operating on spatial relationships./ Revista de psihologie, 25, 1979, No. 1, pp. 9-26. 5 tables, 2 plots, 20 refs.

The skill of operating on spatial relationships /direction, position, distance, etc./ by using the Euclidean and projection-referential systems was investigated in a subject group of forty pupils /twenty fourth-graders and twenty sixth-graders/ in comparison with a control group of the same number of pupils of fourth and sixth grades; the pupils were aged nine and twelve. Assignments were set to the groups concerning the direction and arrangement in space /to build a model of a town according to a map/. Better results were achieved by the subject group. Achievement was influenced by the pupils'age only in the control group. - Results: there exist differences in the skill of operating on spatial relationships, which reflected both in the coping with the assignments concerning organization and re-organization of space, correlations between distance and proportionality, as well as in operating on referential systems. The experimental group which had been instructed achieved better results in coordinating spatial relationships and referential systems.

12.2 Behavioural defects

849. BLAIM, A. - KIBALENKO, T.: Ocena przydatności szpitala dziennego do leczenia zaburzen zachowania dzieci w wieku przedszkolnym. /Evaluation of a day-care hospital designed for the treatment of behavioural deviations of preschool-age children./

Wychowanie w przedszkolu, 1979, No. 5, pp. 234-236.

With the growing network of preschool facilities problems arise with increasing numbers of children that have difficulties with their integration into the life of a group. The authors describe the results of the therapy designed for preschool children suffering from abnormal behaviours in a day-care hospital. The results confirm the usefulness of such therapeutic facilities.

850.GÁAL, K.: Egy gyermekért. /For one child./ Óvodai Nevelés, 32, 1979, No. 3, pp. 65-68.

The author suggests some educational procedures to be used with an unadaptable child /boy/ whose behaviour is markedly influenced by a neurotizing environment, including an analysis of the mental development of such a child, its attitudes to a collective as well as the case history of the child and its family environment.

851.GERO, Z.: Szorongó gyerek. /A depressed child./ Óvodai Nevelés, 32, 1979, No. 11, pp. 423-425.

The author discusses the symptoms of behaviour of a depressed child, accompanying phenomena of depression reflected in organic dysfunction, educational methods facilitating to get closer to a depressed individual. In extreme cases the author recommends to seek the help of a psychologist.

852. MURÁNYI-KOVÁCS, E.: A magányos gyermek. /A lonely child./ Óvodai Nevelés, 32, 1979, No. 9, pp. 337-340.

The author discusses the causes of a child´s loneliness, the effects of the mother´s egotistical attitude on the child´s mental development. The author states that the habit of loneliness leaves negative traces on the child's psyche and distorts its personality. He also suggests some procedures and methods designed to eliminate the adverse effects of loneliness on the psyche of a personality.

853. MURÁNYI-KOVÁCS, E.: Az agreszív gyermek. /An aggressive child./
Óvodai Nevelés, 32, 1979, No. 10, pp. 389-390.

This is an analysis of the contemporary opinions of adults concerning children's aggressivity. The author further discusses: aggressivity as a natural phenomenon in children between three to six years of age, consequences of excessively strict education, suppression of aggressivity resulting in neurotic aggressivity. The nursery school teacher's objective should be to observe, prevent or eliminate negative behaviours. The author also discusses the effects on family environment on a child's mental development.

854. ZANKAI, A.: A hátrányos helyzetu gyermek nevelése az ovodában. /The education of a retarded child in nursery school./
Óvodai Nevelés, 32, 1979, No. 12, pp. 447-452.

The author analyzes the causes of retardation from the sociological viewpoint. External factors - the influence of the environment - produce internal factors, such as mental and speech retardation, inadequately developed attention, arbitrary motivation, impulsive responses, difficulties in establishing contacts. The author further discusses the application of the research findings achieved by Piaget to the tackling of problems arising in children's activities.

12.3 Speech defects

855. JEZLER, V.: Der Schwerhörigen-Kindergarten. /The nursery school for children with hearing defects./

Der Schweizerische Kindergarten, 69, 1979, No. 1, pp. 25-26.

In the year 1962 a nursery school was opened in Zurich for 4-10 children with hearing defects. It employs a teacher with a special training, a logopedist, a child-minder and a driver who drives the children to and from school. These are children with residual hearing using a hearing apparatus. In addition to routine exercises designed for speech and cognition development, the children are also taught lip-reading. A great attention is paid to rhythmic-musical and hearing exercises.

856. MIRONOVA, S.: Obsledovaniye zaikayushchikhsya doshkolnikov. /Studies of stuttering preschool-age children./

Doshkolnoye vospitaniye, 1979, No. 8, pp. 28-35.

The child acquires the command of language gradually, in stages. This process usually develops normally. A pathological development or the omission of one stage may result in stuttering.

It is therefore very important to find the child's preparedness for individual forms of speech, i.e. which speech forms are available to the child without stuttering, which of them generate stuttering, under what circumstances stuttering increases or diminishes. These investigations may assume different forms: 1/ a discussion meeting with parents; 2/ observations of the child by means of specially chosen assignments and games, 3/ observations of the child during occupations and at the time when it occupies itself according to its own wish.
The author further presents the content of a discussion meeting with parents, a plan of investigating a child's speech skills comprising investigations designed to find the child's preparedness for using situation and continuous speech. As regards investigations of the state of mental processes, the author mentions several games, the setting of drawing assignments designed at finding the child's ability to listen to instructions and to act accordingly, to finish work already begun, etc. These investigations will enable to determine the state of the child's preparedness and to determine suitable speech forms and a plan of corrective measures.
The system of exercises designed to eliminate stutter on the basis of the gradual raising of the complexity and use of the varied forms of independent speech, from situation to colloquial, has been developed in the scientific research institute of defectology.

857. MIRONOVA, S.: Planirovaniye logopedicheskoy raboty s zaikayushchimsya detmi. /Planning logopedic work with stuttering children./

Doshkolnoye vospitaniye, 1979, No. 10, pp. 46-52.

The special facility for stuttering children fulfils educational tasks comprising the formation of positive habits of speech and behaviour respecting the individual specificities of each child. Educational tasks are set out in the curriculum of educational work. Corrective measures should be taken to eliminate speech defects, especially stutter.

These objectives are implemented by the entire pedagogical staff, i.e. a logopedist, a teacher and a music teacher. The logopedist's aim is to eliminate stutter and parallelly to teach children to talk independently. The teacher fulfils the tasks prescribed by the educational work curriculum and helps to reinforce habits of independent speech, free of stutter, the children have acquired under the guidance of the logopedist. The music teacher, according to the educational work curriculum, develops the children's locomotion to the accompaniment of music, their musicality and singing habits. The main teaching method used are occupations. Speech correction is also practised during play.

In the first stage of teaching, to prevent stuttering, a limited speech routine is introduced. In the first half of September the nursery school personnel investigate in detail the extent of the defect and other circumstances, as described in the author's article published in No. 7, vol. 1979, of the journal Doshkolnoye vospitaniye. The author further describes the method of planning supplemented with examples of individual plans.

858. Primernoye planirovaniye zanyatiy s zaiyakayushchimisya detmi v podgotovitelnoy k shkole gruppe. /An example of planning occupations with stuttering children in nursery school preparatory classes./

Doshkolnoye vospitaniye, 1979, No. 11, pp. 19-20. Continued.

When teaching stuttering children continuous speech it is very important to see to it that they should have a clear concept of the object or phenomenon they are talking about. This will be achieved by frequent repetition and reinforcement of the acquired knowledge and skills. When planning this work, the author of this article recommends to stick to the method of a topic-oriented selection and concentration on a particular subject, i.e. to devote a whole week to one subject by making use of diverse children's activities /speech development, getting acquainted with one's surroundings, creative activities/. This procedure will enable to convey to the children new facts in each subsequent occupation and to parallelly reinforce the knowledge already acquired. It is possible to test by the end of the week whether the children have acquired the knowledge of that particular subject and whether they are able to express verbally

the acquired knowledge and concepts.
The author states that the above mentioned suggestions for occupations are only meant as examples and individual teachers should creatively apply them to their own conditions.

859. MIRONOVA, S.: Primernoye planirovaniye zanyatiy s zaikayushchimisya detmi v podgotovitelnoy k shkole gruppe. /An example of planning occupations with stuttering children in nursery school preparatory classes./

Doshkolnoye vospitaniye, 1979, No. 12, pp. 22-25.
Continued.

In her example of planning the author describes occupations for four weeks in the months of February.

860. RUSŇÁKOVÁ, E.: Problém pedagogického prístupu k detom trpiacim na balbuties - koktavost. /The problem of a pedagogical approach to children suffering from balbuties - stuttering./

Predškolská výchova, 33, 1978-79, No. 12, pp. 345-346.

There exist two types of this defect: one of neurotic origin, the other is an organic dysfunction of the central nervous system. The awareness of the defect and the subsequent fright of talking may be considered reinforcing factors. If the child is reminded of the defect too often, it begins to avoid specific words or conversation in general. The children in the group notice the defect very soon and often prepare stress situations for the child. The teacher should encourage the child's self-confidence by making it possible for it to assert itself in a field where it can make use of its potentialities /art, music, physical education and especially singing, for it makes the speech organs relaxed/. The sooner the defect is treated in the specialist care of a psychologist, logopedist, physician, the more probable it is that further disturbances may be prevented. It is the teacher's duty to inform the child's parents about the defect and to recommend therapy.

861. WALSER, E.: Aufgaben und Ziele des Sprachheil-Kindergartens. /The tasks and objectives of the nursery school for children with speech defects./ Der Schweizerische Kindergarten, 69, 1979, No. 1, pp. 26-28.

This nursery school accepts children referred to it from normal nursery schools or if parents ask for it, for they have not managed to teach their children correct pronunciation in the normal way. Children that talk quite indistinctly and are very retarded in speech development may be accepted from three years, but the most suitable time is around five years of age. At this age children are mentally sufficiently developed to be able to consciously practise special exercises. A logopedist works with individual children four up to five times a week. According to her instructions, the nursery school teacher, specially trained, practises the assignments set by the logopedist with ten to twelve children during educational work.

An important role is ascribed to cooperation with parents who are able to get acquainted with the logopedist's work. They are also given instructions how to work with their children at home. A child whose pronunciation has been corrected usually returns to its original nursery school.

862. ZIEZULA, F.R.: Counseling Deaf Children: A New Art. The Personnel and Guidance Journal, 58, 1979, No. 4, pp. 287-290.
5 refs.

The author reports on counselling deaf children and children with residual hearing, including the principal knowledge and skills required in the new system of counselling from counsellors and describes the innovated programme of counsellors' training at Gallaudet College, which prepares counsellors for providing help to deaf children and children with defective hearing.

12.4 Intellect defects

863. MATTMÜLLER - FRICK, F.: Wenn Kindergärtnerinnen Verständnis für behinderte Kinder haben! /When nursery school teachers have understanding for handicapped children!/

Der Schweizerische Kindergarten, 69, 1979, No. 1, pp. 32-33.

The author reports on an experiment conducted in Basle, where one nursery school accepts a group of normal children and another of children with intellect defects. Either group has a room of its own where it works according to its programme. After ten a.m. both the groups play together. Together they also take part in festivals, trips, swimming. In games and mutual contacts the children with intellect defects do not significantly differ from the normal children; the nursery school teachers have fostered in the normal children understanding for their friends.

864. MIESCHER-ERNST, S.: Das behinderte Kind im Vorschulalter. /The handicapped child in nursery school./

Der Schweizerische Kindergarten, 69, 1979, No. 9, pp. 438-439.

The author reports on the experience with a child with an intellect defect that visited a normal nursery school once a week in the afternoon. There was only a half of the children in the class and the child felt at ease in this small group. The other children had been prepared for its coming and at first lavished even too much attention and care on the child. The child's speech was impaired worst, but the children were able to communicate by mimicking. The nursery school teacher evaluates this experiment positively, not only with respect to the handicapped child, but also to the normal children that have learned to be considerate.

865. MICHELET, A.: *Les enfants débiles mentaux ne jouent pas avec des jouets.* /Mentally handicapped children do not play with toys./
L'éducation enfantine, 1979, No. 8, pp. 63-64.

The author outlines in his brief paper the development of children's play beginning with early childhood. He analyzes the relationship between the child and the toy. As regards mentally handicapped children, the toy constitutes in such cases an important means of re-education.

866. MRUGALSKA, K.: *Watep do zycia.* /Entering life./
Przyjaciel dziecka, 1979, No. 11, pp. 7-8.

The author discusses some difficulties with mentally retarded children, especially their parents' difficulties, for they have to get used to the tragic fact. She suggests how to help these parents overcome the seemingly insurmountable.

867. TÍMÁR, A.: *Fiatalkorú anyák problematikus gyermekei.* /Problem children of young mothers./
Pedagógiai Szemle, 29, 1979, No. 7-8, pp. 645-649.
Bibl.

This is a study of the mental development of a personality. Mental retardation is caused by the environment an individual lives in. Marriages closed as a result of premature pregnancy at an early age very often break up. Abandoned young mothers are usually not able to provide adequately for the education of their children and the healthy development of the child's personality. The neurotic behaviour of the growing up children is the consequense of young people's misconcepts of marriage.

12.5 Motor defects; laterality

868. AESCHBACH, K.: *Die Vorstufe für das körperbehinderte Kind.* /Preparatory classes for physically handicapped children./
Der Schweizerische Kindergarten, 69, 1979, No. 9,
pp. 435-438.
4 photographs.

The author reports on the experience from a nursery school which is part of a boarding school for physically handicapped children. Some children stay in the boarding school, some are driven home by the school bus. The author stresses the necessity of existence of such nursery schools, for it is nursery school first and school later on that should

help the child learn to live self-reliently in the society, regardless of the child's handicap. The author mentions an example of the daily routine where joint occupations alternate with individual practising and play. During breaks the children meet pupils of all other grades.
The nursery school teacher cooperates with a psychotherapist , an ergotherapist , a logopedist who determine the scope of individual work with the children.

869. Ziel und Zweck der Physioterapie beim Vorschulkind mit einer Cerebralparese. /The objective and purpose of physiotherapy of preschool-age children with cerebral paresis./

Der Schweizerische Kindergarten, 69, 1979, No. 9, pp. 452-453.

The nursery school of the school home for physically handicapped children is usually attended by children that come there from the "Centre for cerebral dysfunctions of movement". Their therapy begins soon after birth, according to the extent of the handicap, but always when it is found that the child's locomotive development is lagging behind. The therapy of children with cerebral paresis is mostly based on the Bobath method, which is designed to offset muscular stress and to encourage the child's normal locomotive development.
The special exercises practised in the nursery school are designed to relax and regulate muscular stress, to practise balance and to guide the

children to self-reliance.

870. KOBI, E.E.: *Psychomotorische Unruhe.* /Psychomotor restlessness./

The term psychomotor restlessness is usually used to designate a state of increased excitability and activity in the motor sphere which is often linked with the unability of concentration. Motor restlessness resembles the uncoordinated movements of an infant, so it is conceived of a psychomotor retardation or regression. These children usually tire easily and recover slowly. Orders usually intensify the restlessness of these children, as well as punishment. The children are positively affected especially by play, a special arrangement of their environment both with respect to time and space /a reserved corner to play in, a regular daily routine/, by rhythmic and musical occupations.

871. RISCH, M.: *Der Beruf des Psychomotorik-Therapeuten.* /The profession of psychomotor therapist ./

Der Schweizerische Kindergarten, 69, 1979, No. 9, pp. 453-455.

The child's motor development is closely linked with its speech, intellectual and social development. The infant is able very early to express its satisfaction or displeasure by movement. The child's motor skills are practised and perfected in early childhood. It is abnormal, however, if around five years of age the child moves clumsily, convulsively, if it cannot jump over a low obstacle, is clumsy in constructing and drawing, which later causes problems with writing at school. The child becomes aware of its shortcomings, which are also reminded to the child by its environment and this adversely affects the development of the child's personality. It is the objective of psychomotor therapy to eliminate these problems. It is based on: 1/ therapeutic pedagogy determining the direction of educational work, 2/ psychiatry dealing with the child's behaviour, 3/ medicine investigating the organic-physiological origin of the difficulties. Psychomotor therapy is practised in the form of locomotive exercises in small groups or individually. Motor exercises are practised to the accompaniment of music. The profession of psychomotor therapist requires musicality and the ability of playing a musical instrument. The author further mentions in his article the places and institutions in Switzerland which train personnel for psychomotor therapy.

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872. Terapeutické pracovnice ve školním domově pro děti tělesně postižené v Solothurnu: *Ergotherapie.*

/Therapeutic personnel of the boarding school for physically handicapped children in Solothurn: Ergotherapy./

Der Schweizerische Kindergarten, *69*, 1979, No. 9, pp. 450-451.

The objective of ergotherapy is to affect practical thinking and behaviour. It helps the child acquire the necessary self-reliance so as to be able to satisfy its needs and interests on its own. As regards preschool children, ergotherapy is focused especially on their preparation for school attendance. This objective may be achieved through games, handicraft, creative activities such as drawing, etc., activities requiring self-service.

Ergotherapists are trained in three-year courses /twenty months of lessons and 12 months of practical experience/. The school is a continuation of the preceding eleven years of basic education or a completed three years' apprenticeship.

873. VARBANOVA, R.: *Diagnostichniyat lager - nova forma za podbor na detsata za logopedicheska detska gradina.* /A diagnostic camp - a new form of selecting children for logopedic nursery schools./

Preduchilishtno vazpitanie, 1979, No. 8, pp. 17-19.

The selection of children for this type of nursery school constitutes a serious pedagogical problem, for it has been mostly spontaneous so far. To arrive at an exact diagnosis in an interview with a child is sometimes quite difficult. For that reason, a new experimental form has been introduced in Sofia -

a diagnostic camp. The first step was to select children from nursery schools; this was done by logopedists. The camp will be organized for twenty days and led by trained logopedists; it will give them sufficient time to make an exact diagnosis for children that will live there in a normal and common environment and ina children´s collective. On the basis of this diagnosis the children will then be integrated into special nursery schools with logopedic care. The author further describes the individual steps and forms of work with children in these diagnostic children´s camps.

12.6 Diagnostics of development

874.BŰZÁNÉ - JÁKY, I.: Az elektív mutismusról.
/On elective mutism./
Óvodai Nevelés, 32, 1979, No. 12, pp. 461-463.

The author describes the signs of the above disorder on a specific example. The therapy requires a close cooperation between the psychologist and the teacher. Patience, understanding and tactfulness constitute the basic prerequisites for successful therapy. The child´s ambition and activity may be used with a great advantage.

875.DUBOIS-MANNE, R.: La maladaptation scolaire, les medecins et les oeuvres de la premiere enfance.

/Maladjustment to school, doctors and early childhood./

L´Enfant, 1979, No. 5, pp. 361-393.

The article belongs to the series Talks with a Paediatrician, published in the journal since 1978 /No. 4, pp. 245-280, No. 5, pp. 333-380, 1979, No. 1, pp. 30-51, No. 2, pp. 92-132/. It deals with affectivity disorders. It testifies to the importance affectivity has for the child´s development from the very beginning of its life. The author presents the typology of affective deficiency: deficiencies stemming from the child´s separation from its mother and family for a short, medium and long interval. He also discusses the nature of the bond mother-child and affective deficiency as a consequence of living in educational institutions. The author classifies the consequences of affective deficiency and outlines some roads leading to the overcoming of affective disorders.

The Talks with a Paediatrician will be continued in the following issues.

876.FRÍBOVÁ, Z.: Prenatální diagnostika vrozených vývojových vad. /The prenatal diagnostics of congenital developmental disorders./

Děti a my, 9, 1979, No. 1, pp. 18-19.

1 photograph.

This is an interview with Dr. A. Zwinger, head doctor of the department for the prenatal diagnostics of congenital developmental disorders of the Institute for Mother and Child Care in Prague-Podolí. Prenatal diagnostics discovers the consequences of the pathological development of the foetus in diseases caused by heredity. The article presents a survey of examination methods of a defective foetus, including the history of foetoscopy and amniocentesis. It describes this procedure and its risks, the practical consequences of the risks, the optimum phase of pregnancy for foetoscopy to be carried out. Foetoscopy is made exclusively to find some external malformations of the foetus. The author describes foetoscopy as a promising prenatal diagnostic method which will enable many mothers to bear healthy children.

877.GUTVIRTH, J.: Příčiny vzniku vrozených vad.
/The causes of congenital defects./
Otázky defektologie, 21, 1978-79, No. 10, pp. 436-444.
10 refs.

Statistical data indicate that congenital defects are not on the decrease. In some countries of the world there are approximately 7% physically and 5% mentally handicapped people. The author of this article has attempted to summarize the causes of congenital defects on the basis of his study of some less cited works and his personal experience from facilities designed for children requiring special care :
1. hereditary disorders and gene mutation,
2. treatment of infertility, 3. preceding

miscarriages and failures in pregnancy, 4. failures in the supply of oxygen and nutrients to the embryo and foetus, 5. fetal erythroblastosis, 6. the mother's endocrinological disorders, 7. gestosis, 8. infection of the pregnant woman, 9. drugs, 10. chemicals, 11. irradiation, 12. nutritional deficiency, 13. the woman's alcoholism, 14. the woman's smoking, 15. drug addiction, 16. toxic exhalations in the environment, 17. mental trauma, 18. contraceptive drugs, 19. abortive drugs and post-conception procedures against the embryo, 20. the mother's age. Some adverse effects may mutually intensify one another.

878. Komplexná starostlivosť o hluchonemé dieťa predškolského veku. /A comprehensive care of the deaf-and-dumb child in early childhood./
Otázky defektologie, 21, 1978-79, No. 5, pp. 237-239.

This is a report on a theoretical seminar held in Prague on June 1st and 2nd, 1978. It was attended by 120 experienced specialists in the fields of pedagogy, medicine and psychology, but also by some parents of children afflicted by a hearing defect. The joint meeting enabled them to discuss some serious questions related to deaf children in early childhood, i.e. from birth to starting primary school. A lot of attention was devoted to an analysis of the etiology of deafness. Emphasis was laid on the importance of genetic prognosis in families with hereditary deafness. Etiological problems are closely linked with regular examinations of preschool-age children, especially the screening method. The key stages for such examinations are: 4th week, 12th week, 5th month, 9th month, 15th month, 21st month, 3rd year. Screening has been conducted in Slovakia since 1971.

879. KRÍŽIKOVÁ, E. - REPÁKOVÁ, Z. - VESELSKÁ, K.: K problému metód hodnotenia úrovne psychického vývinu detí vychovávaných v kolektívnych zariadeniach. /On the problem of methods of evaluating the level of mental development in children educated in collective facilities./

Predškolská výchova, 33, 1978-79, No. 5, pp. 137-141. 2 tables, 1 plot, 9 refs.

With expanding the network of crèches the need arises of objective criteria of evaluating children´s psychomotor development. The authors present a survey of the evaluation systems of the quality of educational work in crèches in the U.S.S.R., the German Democratic Republic, the Bulgarian People´s Republic and the Hungarian People´s Republic. In the year 1953, Czechoslovakia introduced into practice the keeping of records of the neuromental development of children under three, however, they ceased to be used with the introduction of the new Programme of educational work in crèches and nursery school. The authors present the results of an experiment designed to compare the achievements of Czechoslovak children with the standardized requirements of the developmental scale used in the German Democratic Republic and the Bulgarian People´s Republic.

Czechoslovak children performed by 10% more than specified by the limit of the norm interval, especially in the motor sphere. The results of independent activities and language were worse. The research results confirm the necessity of developing our own method of investigating the mental development of children in early childhood which would be in keeping with the contemporary state of development in this respect.

880. PLAISANCE, É.: L'intégration des enfants handicapés en école maternelle. /Integration of handicapped children into nursery school./

L'Education enfantine 1979, No. 1, pp. 14-15.
No. 2, pp. 17-18.
No. 3, pp. 17-18.

In the introductory section of the article the reader will get acquainted with the history and traditional patterns of integration of handicapped children into social institutions designed for the youngest children. The contemporary concept of care of handicapped children is based on the theory that everyday life creates the most suitable environment for a child's development. This is why handicapped children are integrated with normal children and they receive specific care within the framework of normal environment. Various types and degrees of handicap require various forms of children's integration into the environment of normal children. The author analyzes the advantages and obstacles of integrating the handicapped into normal children's groups.

A survey has proved that the school environment should be adjusted to the needs of handicapped children.

881. SCHMIDT, P.: Die Erziehungsberatung Brig stellt sich vor. /The educational counselling service in Brig introduces itself./

Der Schweizerische Kindergarten, 69, 1979, No. 6, pp. 281-282.

The working range of the educational counselling service in Brig /Switzerland/ covers around 30.000 inhabitants. It employs two psychologists, two logopedists and a secretary. The agenda of the office is the following: 1/ To investigate children's preparedness for school and to propose relevant measures, 2/ To help children that are lagging behind in their development, 3/ Mental examinations of disorders of behaviour and achievement, 4/ Practical help to parents and institutions on the basis of the diagnosis made, 5/ Cooperation with institutions providing for teachers' further education.

13. ENVIRONMENT SURROUNDING THE CHILD: BUILDINGS, PLAYGROUNDS, AMENITIES AND FACILITIES

882. BÜRGIN, K.: Freies Spiel im Freien. /Free play in the open air./

Der Schweizerische Kindergarten, 69, 1979, No. 5, pp. 231-234.

2 photographs.

This is a description of the nursery school garden and of improvized equipment for the children's play /traffic playground, steamboat, tents, etc./.

883. CARDINAL, Y.: Quand l'organisation de la classe sollicite l'action et la pensée. /When the organization of the classroom requires activity and thought./

L'école maternelle belge, 1978-1979, No. 3, pp. 125-144.

The equipment and the spatial lay-out of the classroom changes in the course of the year according to the changes taking place in the children's life. It is possible to set up various corners for a shorter or longer period of time: kitchen, dining-room, bedroom, shop, corner for transport vehicles, for do-it-yourself jobs, for reading, mathematics, writing, drawing and the like. A dynamically arranged classroom environment facilitates a better development of children's activities and enhances children's group activities.

884.ČAPKOVÁ, I.: Dítě a byt. /The child and the
flat./
Domov, 1979, No. 6, pp. 34-36.
4 figs.

The author asks parents to help their child create an optimum environment in the flat. There should not exist any taboo place for the child in the flat. A survey of flats on the new housing estate in Prague-Bohnice conducted in 1978 has demonstrated that the child is not allowed to do practically anything in the flat. Being a child means being a member of the family, to enjoy rights and duties stemming from living in the flat as a whole. The child needs to see practically how the surrounding world is being formed, it needs to learn social roles. The furniture in the child's room should be adjusted to requirements of developmental psychology so that even these object may contribute to the maximum all-round development of the child's personality.

885.ČERNÝ, M.: Dítě na sídlišti. /The child living on the housing estate./
Domov, 1979, No. 4, pp. 12-14.
4 photographs, 1 fig.

The author discusses the necessity of a closer cooperation between architects and doctors, psychologists and sociologists in planning and designing towns and housing estates - especially in planning environment for children, which is an important prerequisite for a healthy physical and mental development of the young generation. The main existential form of childhood is play and movement in the open air. For this, the child needs adequate, interestingly arranged space. The relatively small and crowded flats in the new multi-floor houses are little stimulating for children. For example, a study of the relationship children-environment, organized by the U.N.E.S.C.O. some time ago, states that the plans of the surroundings of a housing estate drawn by children living on it manifest a conspicuous lack of content and inaccuracy in comparison with the drawings made by children living in older urban quarters. Contemporary housing construction seems to cause to some extent sensory, affective and cognitive deprivation. In addition to public areas, an important role is played in the child's life living in a town or city by the playground. In some Scandinavian countries the law explicitly forbids to build houses with more than eight flats if a playground is not guaranteed for the youngest children. The author suggests to realize similar measures on our housing estates. He further discusses the importance and functions of the playground for the implementation of various types of games and play of children of different ages:

1/ locomotive play /crawling, jumping, swinging/
2/ sensomotor play /climbing trees, splashing in

water

3/ functional and constructive play /making sand structures

4/ subject-oriented play /play at the postman, school/.

An important role is also played by hygienic factors. Drinking water should be available from low fountains, a shower area and portable swimming pools for children should also be provided.

886. GADZHIYEV, F.: Zagorodnyye dachi doshkolnykh uchrezhdeniy. /Summer recreation houses of preschool facilities./

Doshkolnoye vospitaniye, 1979, No. 6, pp. 32-34.

4 photographs.

In the care of children's health an important role is ascribed to children's staying out of the town or city during summer. The construction of buildings designed for this purpose requires to develop scientifically-grounded principles for their designing. Summer recreation houses are designed for healthy children attending urban preschool facilities. They are operated for two to three months, according to weather. Usually the whole nursery school comes to such places and it is not necessary to modify its organizational structure, educational work carries on the same way as in town. Recently, discussion has taken place whether recreation houses should not be designed for a year-round operation, for the construction of houses which are operated only part of the

year seems unprofitable.
The author discusses the project of a recreation house designed to provide 460 places. It will consist of three separate buildings; the crèche premises are designed only for summer stay, the premises designed for nursery school will be operated all the year round. In addition, there will be an administrative building, temporary housing facilities for seasonal personnel and flats for full-time personnel.
The author mentions in conclusion another project designed to provide 2240 places. It will consist of four separate houses, each for 560 persons.

887. HERBINIÈRE LEBERT, S.: *L'année internationale de l'Enfant.* /The International Year of the Child./ L'Education enfantine, 1979, No. 8, p. 13.

The author reports on a questionnaire organised on the occasion of the International Year of the Child within the framework of international co-operation. It was focused on investigating the living conditions of children. Its results will be summarized in the White Book to be published in the year 1979.

888. Jahr des Kindes - aktion Spielplätze. /The International Year of the Child - the Playground Campaign./

Der Schweizerische Kindergarten, 69, 1979, No. 5, pp. 247-248.

The Board responsible for the maintenance of gardens in Zurich set itself up the task to found new and improve the existing children's playground on the occasion of the International Year of the Child. The plans had been prepared, but they could not be realized for financial reasons. The Board expects now that social organization and the public will help to implement them.

889. JELÍNKOVÁ, Z.: Podmínky pro hru nejmenších dětí v jeslích. /Conditions for the youngest children's play prevailing in creches./

Předškolská výchova, 34, 1979-80, No. 4, pp. 110-112. 3 photographs, 4 refs.

The author reports on experience from crèches in Prague, where in the first classes the most frequently represented age is between one to two years. Younger infants appear there only exceptionally, but there are also older children who could not be transferred to the second class during the year. The play of children with such a broad spectrum of ages is very diverse, from simple experimentation and manipulation up to beginning of imitative activities. For that reason, two playrooms have been provided. One is subject-oriented and is divided into individual play corners where children are stimulated to play in an imitative and constructive way. The other playroom provides a suitable environment for sensomotor play. It is divided into several areas differing in height where children may carry out motor activities of any kind. They may also lie down and acquire experience with contact with cloth toys, pillows, etc. Toys are kept all around the room and the children get plenty of chance to manipulate them and to experiment. The toys are changed during the year to provide the children with new stimuli, new qualities and thus new possibilities of manipulation and experimentation.

890. Kinderkleid und Kindermoden. /Children's garments and children's fashion./
Der Schweizerische Kindergarten, 69, 1979, No. 3,
pp. 143-145.
1 fig.

Children's garments have been influenced by fashion in the past. Judging by the paintings of old masters, children's fashion imitated adults' fashion, garments did not comply with children's needs. That was why the great pedagogues of those times opposed such fashion. Comenius asked that children should wear clean and functional garments that would not restrict their movements. Neither Rousseau, Pestalozzi, Fröbel and others were able to achieve any improvement of the existing situation. A movement for children's functional garments appeared during the French Revolution, but it did not take up. It was only at the beginning of the 20th century and especially after the First World War that opinions of children´s garments had changed radically.

891. LITVINOVA, M.: Fizkulturnaya ploshchadka detskogo sada. /The nursery school sports ground./
Doshkolnoye vospitaniye, 1979, No. 5, pp. 28-31.
10 figs.

The author recommends to make also a sports ground in the nursery school garden, in addition to the existing playgrounds designed for individual classes. The sports ground would be used for physical education occupations, sports activities, there would also be space for children´s independent locomotive activities.

892. Mehr Spielraum für Kinder! /More playing room for children!/
Spielen und lernen, 12, 1979, No. 7, pp. 72-73.
1 photograph.

This is the abbreviated text of the 9th chapter of the programme developed by the national commission on the International Year of the Child in Germany, dealing with children´s environment. The chapter sets out the principles of founding playgrounds, of whom there is a lack of over a million today. The text also puts forward the following requirements: pedagogically conceived active stimulation to various activities, diversity of stimuli, possibilities of differentiated activities respecting age and interests, making all sports and club facilities and equipment available to all children, integration of playground into the public amenities of housing estates and school areas. A novelty are mobile buses with toys and equipment designed as an enrichment to playgrounds according to need and weather.

893. PLÜSS, H.: Spiele im Garten. /Playing in the garden./
Der Schweizerische Kindergarten, 69, 1979, No. 5,
pp. 226-229.
2 photographs.

This is a description of a nursery school garden and the teacher's experience with making use of it.

894. Pohoda prostředí ve školských stavbách. /Comfort of the environment in school buildings./
Učební pomůcky ve škole a v sovětě, 1978/79,
No. 8, p. 115.

The committee on environment of the Czech Society of Science and Technology together with the House of Technology in Prague organized an international seminar on November 8th and 9th, 1978, to discuss problems related to the construction of primary schools in the Czechoslovak Socialist Republic. The forty papers and presentations delivered at the seminar were divided according to their contents into six thematic ranges: Primary schools from the viewpoint of operation and lay-out design - developmental trends; Hygiene of the primary school environment; Protection against noise and acoustic problems; Lighting; Heating and ventilation; Thermal construction technology. The agenda of the seminar also included the evaluation of some experimental schools and excursions.

895. SCOOB-SANDREUTER, L.: Das Kinderzimmer. /The child's room./

Der Schweizerische Kindergarten, 69, 1979, No. 2, pp. 102-104.

The author, an architect, questions the existing practice of setting apart the smallest room in the flat for children. A child's phantasy does not need the so-called children's wallpaper, but a blackboard to draw on and to hang its creations. The furniture of the child's room should change with the child's age. The author suggests how to modify the furniture and equipment gradually, with the child's growing up.

896. SPIEL- und Beschäftigungsmaterial für Kindergarten. /Material for play and occupations in nursery school./

Der Schweizerische Kindergarten, 69, 1979, No. 1, pp. 35-39.

The above list has been prepared by the commission on questions concerning nursery school construction of the Swiss Association of Nursery School Teachers. It enumerates toys, equipment for rhythmics, physical exercise, toys and equipment to be used in the garden, aids for drawing and painting, constructing and woodworking, for dramatization.

897. SPIELORTE im Freien für Stadtkinder zurückgewinnen und beleben. /To recover and put to use playgrounds for children's play in the open air./

Der Schweizerische Kindergarten, 69, 1979, No. 5, pp. 244-246.
1 photograph, 5 refs.

This is an excerpt from the publication issued by the Pro Juvente organization. These are guidelines for the do-it-yourself founding of corners for children's play in backyards, etc. It mentions how adults help to organize children's play. In Basle, for example, a van drives round such small playground bringing and lending various materials and equipment for children's play.

898. STÜNZI, P.: Offene Planung im Spielplatzbau. /Public planning in founding playgrounds./
Der Schweizerische Kindergarten, 69, 1979, No. 5, pp. 248-249.

The main principle in founding children's playgrounds in Zurich is the participation of the local population in their construction. The project will be prepared by the Board for the maintenance of gardens, will provide the budget and take up the supervision over the construction work. The subsequent maintenance of the playground is then entrusted to the local inhabitants, a youth organization, etc. In addition to these public playgrounds there exist the so-called parents´ playgrounds. These are plots the city rents to a group of parents to make a playground. The group provides for all the costs incurred by making the playground and its maintenance. They are available to all children, but their operation is limited.

899. VANČUROVÁ, E.: Vývoj v dětství a bytové prostředí. /Development in childhood and the environment of a flat./
Domov, 1979, No. 4, pp. 11-12.
3 figs.

The author discusses the importance of the environment prevailing in a flat for the formation of people´s principal character traits. The flat becomes for a young child a sort of a "classroom" in handling objects, in learning the surrounding world; it significantly affects the development of the child´s decisive mental functions. The child must get a chance of manipulating freely the space and also objects within its reach, i.e. to touch them, move them, throw them, dismantle them, etc. If it cannot do so, its developmental process will be hampered. Such children usually do not dare make use of the whole room available to them. Unfavourable conditions in the flat affect adversely the child´s activity. The result is a neurotic personality characterized by a life-long one-sided rigid behaviour. The socialization process in the child also requires co-existence with peers /siblings or friends/. The child learns in this way to establish independently social contacts and to build up organizational forms. In games with rules the child will learn that its own social role makes up only part of a whole system of roles. The ability acquired in such games, i.e. the ability to see in the other playmate a "social partner" results in the formation of an autonomous ethics by means of which it will be later able to overcome early child egocentrism.

900. Wakacje już blisko. /Summer holidays are not far off./ Przyjaciel dziecka, 1979, No. 4, pp. 1-2.

The article reports on summer holiday camps. It also discusses some differences in the participation of urban and rural children in these camps.

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